

Cuts threaten degree courses

by John O'Leary

Some colleges and their university validators fear that financial pressures from central government may force them to shorten four-year degree programmes.

The apprehension emerged at a two-day conference of universities validating college courses, held last week at Leeds University. Some 60 academics from 19 universities reaffirmed their commitment to the colleges but identified a number of problem areas.

Among the most serious was the potential dilemma facing validating bodies if colleges seek to reduce academic standards in a situation of declining recruitment or greater financial stringency.

Dr C. H. Clough, Dean of Liver-

pool University's Board of College Studies, warned that in order to survive some colleges might want to abandon matriculation, cut down on examinations and shorten courses. Such action would be likely to have the support of local authorities.

Professor Fred Holliman, Chairman for Validation at Leeds University, told the conference that the Department of Education and Science was already not looking kindly at four-year courses. All but one of the degrees validated by Leeds in colleges was of four years, he said, and the university senate had shown a strong reluctance to approve a shorter period.

Standards could be maintained without undue interference in college procedures, Professor Holliman said, since the university possessed

the ultimate sanction of withholding validation for a particular course. Dr Gordon McGregor, the new principal of the College of Ripon and York St John, said the length of courses could become a problem if there were changes in grant agreements. "I am very exercised about this," he said. "I think we are close to the point where local education authorities will be given discretion over grants," he said.

A three-man watchdog committee was set up at the conference to monitor developments in the field of validation. Professor Holliman, who proposed the establishment of the committee, said such a development was necessary because of the uncertain nature of higher education.

Union flocks to aid of homeless students

by Ngao Crequer and Peter David

Coventry (Lancaster) Polytechnic is to house homeless students in rooms built for horsemen at the agricultural Royal Showground at Stoneleigh, Warwickshire.

According to the polytechnic the banded accommodation is perfectly suitable "for short-stay housing for about 120 students who will begin next week with nowhere to live."

But the students' union says the housing is totally inadequate and that first-year students will be isolated socially, geographically and academically from the rest of the polytechnic.

The parents as they arrive at the site, urge them to join a formal protest and will try to arrange "crash-pad" accommodation for them with other students.

The proposed accommodation at the Bank Village at the National Agricultural Centre and was purpose-built for horsemen and exhibitors at the Royal Show and other conferences. The site is about seven miles away from the polytechnic.

Mr Kenneth Schafer, a spokesman for the polytechnic, said the initiative was mainly to find other accommodation for students than sleeping on floors.

"There are two bunks to each of the 60 rooms. They are clean and warm and adequate for temporary accommodation although there is no way anyone could live there permanently. They are not ideal as there are no study facilities but in our experience our problems are usually resolved in the first four weeks of term. We are banking on a week-to-week basis."

The students will pay £10 a week. Because there is no public transport to the site after 7 p.m. and none

on Sunday the polytechnic has arranged its own free coach service.

The students' union view is that the rooms are too small, fall well below hall of residence minimum requirements and will mean the first years will be totally cut off.

Ms Jan Beattie, the welfare officer, said: "They would be likely to be housed for one or two nights for people working at a show, but for anything longer they are totally inadequate. We are in a position to provide an alternative, with flats, student houses or self-storage in other people's homes which we think is preferable to being so far out in such conditions and with few facilities."

Preliminary talks have been held between accommodation officers at Essex University and the Army at Colchester to see whether emergency barracks room housing could be made available for students if the need arises.

The National Union of Students is to ask the Housing Corporation to help overcome the chronic shortage of accommodation for students in most parts of the country. It is approaching the Corporation to be one part of a student-led campaign to be waged over term by the NUS, led by Mr Les Andrews, its vice-president in charge of welfare.

The NUS campaign will be to educate students about the legal rights of tenants in the wake of the forthcoming Housing Act. A policy paper discussed by the union at a housing conference in London last week said that changes in the legislation would make students more vulnerable to exploitation.

Students advocate squatting as one method of solving their housing problem in difficult areas, but also seek to exploit less controversial possibilities.

Prior drawn into closed shop row

by David Jobbins

The Secretary of State for Education, Mr Mark Carlisle, and the Employment Secretary, Mr James Prior, are to be brought into a bitter row over the post-entry closed shop agreement for college and polytechnic lecturers in Leeds.

The approach to the two Cabinet ministers and other MPs is being directed through the Managerial and Professional Staffs Liaison Group, which represents white-collar workers belonging to trade unions not affiliated to the Trades Union Congress.

The move to question the agreement, which says that all lecturers recruited to Leeds colleges must in future agree to join the National Association of Teachers in Further and Higher Education, has come from the Association of Polytechnic Teachers, which is affiliated to the group.

APT's executive decides tomorrow how to wage its campaign against what it regards as an unacceptable agreement.

Natthe was offered a post-entry closed shop agreement by the Labour-controlled Leeds city council. Negotiations opened only after consultations within all the city's branches. The agreement contains a "conscience clause" and does not bar recruits from belonging to other organisations so long as they agree

to join Natthe as well. The conscience clause was dismissed by APT secretary Dr Tony Poinson. "It is meaningless, because a lecturer will not be appointed unless they say they are prepared to join Natthe. People who are otherwise well-qualified will not apply for posts. This introduces the possibility of a bias within our educational system."

"It is very little different from what has happened in certain other countries. We see little difference in principle between what is happening in Leeds and the situation in pre-war Nazi Germany where you could only be a teacher if you belonged to a certain trade union," Dr Poinson said.

The issue was also being discussed by APT at local level this morning. Yesterday the polytechnic Natthe branch met to hear a progress report.

Natthe officials locally discount suggestions of a backlash among their membership. But details of implementation of the deal were to be discussed. A major clash over principle was considered unlikely, as the branch had backed the arrangement in principle in June.

The Natthe liaison committee at Leeds meets early next month to receive reports of the discussions between individual branches. Letters, page 30

'Authoritarianism' probe at Glasgow

Olga Wojtas
Scottish Correspondent

The management of Glasgow College of Technology is being investigated by the Scottish Regional Council following staff protests of alleged authoritarianism, and a recent sex discrimination case.

The Review Committee, set up by Sir Archibald's further education sub-committee, must report by January on a revised college constitution for the operation of the college, and an appropriate internal management system to ensure the smooth operation of the college and the maximum involvement of the staff, students and the local authority in the development of the work of the college.

There have been reports of unrest in the college for some time. Just before a visit of the Council for National Academic Awards earlier

in the year, unions representing 70 per cent of the staff publicly protested to the CNAA alleging the college was run in an authoritarian and undemocratic way. The CNAA is to return to the college next September to check on its progress.

More recently, Mrs Patricia Wilkie, who won her second award this year against the College. She was awarded £2,300 compensation in January for loss of salary after being unfairly dismissed from a temporary post.

She has just been awarded a further £1,000 by an industrial tribunal which found Mrs Wilkie had been discriminated against on the grounds of her sex when she was refused an interview for a college post as lecturer social policy and administration.

In its report, the tribunal criticised the evidence of college director

Dr Reginald Beale as evasive, thoroughly unsatisfactory and inconsistent.

Beale denied the charge of sex discrimination but admitted he had been influenced by Mrs Wilkie's previous claim of unfair dismissal. He added that he had felt there was no point in interviewing her for a full time post, as she had wished to be reinstated in the part time lecturship, and he did not know if she wanted a full time or part time post.

The tribunal said that Dr Beale's evidence was so self-contradictory and so changeable that it found it very difficult to believe any part of it which was not corroborated by other witnesses.

Following the tribunal's findings, the college council is setting up a committee to take up confidential evidence from staff.

'Gaps left' by initial training

by Patricia Sontinelli

The inadequacy of initial teacher training as a preparation for 40 years of teaching made further training a necessity, said a lecturer, Mr Brian Kay, chief inspector for teacher training at the Department of Education and Science said this week.

He was speaking at conference on the implications of the HMI Secondary Survey for teacher training at the University of Manchester.

"Initial training unless supplemented by a properly planned programme of induction is not really adequate to bring students even to the starting gate," he said. "It inevitably leaves gaps and weaknesses to be put right by the academy of experience. If not the planned happenings of a training programme."

Therefore it was obvious that in-service training must remain a key element in the preservation and enhancement of education. If teachers were to keep up with the ever-changing rate of social and technological changes that must be mirrored in schools.

But it was one thing to admit that in-service training was required and quite another to identify what sort of programme should exist. Very often, the immediate response was superficial and created a provision which answered short term and pressing needs rather than long term ones. What was needed was a partnership.

"I believe the first stage of planning of in-service training should be a partnership of teachers and local education authorities, or college boards, or in-service coordinators in identifying what is really needed," Mr Kay said.

The second stage should be general development of the right people on the right resources and give them the time and resources to provide a programme which is both sharply focused on the essential issues and "holistically" of high quality.

Among graduates starting teacher training in university departments of education last year nearly 12 per cent were without O level maths and in three departments this rose to over 20 per cent, the conference was told.

In one department the percentage of students who failed to pass O level English was 10 per cent.

Professor Gerald Barrow, director of the University School of Education, said these were among the preliminary findings in the survey of the PGCE course currently being undertaken by his department.

Though many of the results were still to be analysed, it was noticeable that the "candidate" number of students training to teach maths for instance, did not always have a degree in maths or science but in one of the marginal subjects, such as computer studies.

We have also established that it is the science intake which has the weakest commitment to teaching on entry. They are much more likely to use the year to look and see.

Another area of importance stressed by the HMI was the curriculum and the need to see it as a whole. One impressionistic evidence is that this does not figure largely in training. The students are fairly close in their subject groups. Over 66 per cent of the intake arrive with single subject degrees. TES

'Free trade' working party

A working party has been set up by chief education officers from London and the home counties to investigate the growing number of local authority withdrawals from "free trade" arrangements.

This stems from growing concern about the number of I.E.A.s pulling out of the "recoupment" scheme, which enables students who live outside central London to attend adult education classes there at no extra cost.

From this autumn, students from East Sussex Kent, Hampshire and the outer London boroughs of Barnet, Bexley, Bromley, Ealing, Merton, Redbridge and Sutton are having to pay the full economic fee for classes to the I.E.A.

They will join students from Berkshire, Essex, Surrey and West Sussex which withdrew from the recoupment scheme last year. Previously I.E.A. recouped the difference between its own subsidised fee structure and the full fee for the relevant individual authority.

The refusal of seven out of the

20 London boroughs and six out of the eight neighbouring counties to pay recoupment will affect 50,000, or 40 per cent, of I.E.A.'s 250,000 adult students.

Already the authority has calculated that some adult education institutes sited on the boundaries of boroughs with little provision of their own have lost as many as a third of their students. Final enrolment figures are still to come in from I.E.A.'s 32 institutes.

As well as looking at ways of solving the recoupment problem, I.E.A. hopes the working party will consider the possibility of setting up a common fee structure in the London area.

The standard fee paid by inner London students this session for a 30-week course is only £13, compared to an average of between £15 and £35 in neighbouring authorities. Students who live in authorities which have withdrawn from I.E.A. between £58 and £94 for a course.



Edinburgh University Library's fourteenth-century manuscript, Rashid Al-Din's "Collection of Chronicles", was on private display this month to 150 Arabic and Islamic scholars attending a conference at the university.

The manuscript, described as the first history of the world and produced for the great-great-grandson of Genghis Khan, is a companion volume to one recently sold in Sotheby's for £850,000. Rashid Al-Din was executed in 1318, after being falsely accused of helping his patron.

Study leave for spell in commerce

College lecturers in London will for the first time next year be entitled to spend a spell on study leave in industry or commerce.

The Inner London Education Authority's study leave scheme is being extended for the 1981-82 session to allow lecturers from its further and higher education colleges and education colleges to improve their industrial or commercial knowledge in connection with the subjects they teach.

The amount of time lecturers may be away from their colleges is flexible. It ranges from day release through short periods (up to four weeks) to much longer detachments. The maximum normally permitted under the scheme is the year.

Cash threat to balloon site

Britain has been invited to join a five-nation consortium to save the threatened astronomy balloon launching site in Australia.

Dr John Kerran, permanent secretary at the Federal Department of Science in Australia, said invitations had also been made to Japan, West Germany and the United States and representatives were expected to travel to Australia to discuss proposals.

He added that Australia was willing to take part in the consortium but was no longer willing to carry the major part of the financial burden. "We've closed down the operation as it was but we haven't made up our minds on making it permanent."

The site, at Mildura in Victoria, which also has a subsidiary at Alice Springs in the Northern Territory, was used as the launching station for giant balloons which carry one, two, or even three scientific instruments.

Investigate astronomical sources. Australia, with its vast land mass and useful location for studying the galaxies, was considered an excellent site for such work.

Now running costs, about £380,000 a year, have forced Australia to demand that other users of the site, including Britain, pay an increased contribution. Last month Professor Victor Hogg, from Melbourne University, returned from an overseas tour and reported that there had been a "limited degree of interest" in the consortium idea.

However, there will be strong pressure from various scientific groups who believe balloon astronomy is a very cost-effective method of obtaining "good" results.

Imperial and University College London, scientists have expressed concern and similar fears about the closure have been expressed by researchers at Melbourne and Tasmanian Universities.

Honorary degree ceremony boycotted

The installation of Loughborough University's new chancellor, Sir Arnold Hall, was boycotted by students' representatives angry at the award of an honorary degree to director of the Bank.

Union president Sue Abbott said: "The student union maintains a policy wholeheartedly opposed to the direct role Barclays play in the apartheid regime in South Africa."

Students distributed leaflets stating their case outside last week's ceremony.

The director honoured by the university is Mr Derek Wilde, who is also chairman of the merchant bankers, Keyser Ullman.

A university spokesman said: "The students have a perfect right to express their opinion. Mr Wilde is an excellent man and it is an honour to have him as our director. He is not involved in the apartheid regime in South Africa."

The student union has in the past refused sponsorship offered by Barclays. In 1976 the university council decided to sell a building holding in British company with South African subsidiaries.

14 per cent rise for college staff

Scottish College of Education staff are to receive a £800 pay award of 14 per cent, the figure recommended last week by an independent arbiter.

The staff were bitterly disappointed that the award was less than the 14 per cent they had demanded before negotiations broke down in June and to arbitration.

When negotiations began in April, the staff asked for a 14 per cent award. The college's management committee, which claimed an increase of 10 per cent. Staff have received a 14 per cent award of £1,150 per year.

"We thought the arbiter would accept our case even if it was a small one," said one member of the Association of Lecturers in Scotland. "But it's just followed along the line of other arbitrations preceded by a long period of imposition of cash limits."

Gateshead faces sex bias charge

by Charlotte Barry

A local education authority has been accused of sex discrimination following its withdrawal of grants for students on a social work course at Newcastle Polytechnic.

Gateshead L.E.A. has said that students on the polytechnic's standard two-year course will get grants but those on the three-year extended course leading to the certificate of qualification in social work will not.

The extended course was set up nearly 10 years ago to cater for students with domestic commitments. It takes about 25 students a year, mostly married women with children, who attend four days a week on a shortened timetable.

There are about 30 students on the course this year, including students who have been forced to withdraw because Gateshead's modified social workers have been working in the area. Mrs Shirley said: "The course is a very important part of the training of other social workers."

Gateshead's assistant director of

the most important educational facilities for women in this area because it is part-time and there are no formal entry requirements," said Eileen Aird, organizer of the new opportunities for women (NOW) course at Newcastle University.

"It is educational discrimination because it cuts down the opportunities for people without formal places of paper and it is very discriminatory in terms of women," she said.

Both the Equal Opportunities Commission and the leader of the extended social work course, Janet Storey, have also written to Gateshead raising similar objections.

"I pointed out that these students would not get a place on the two-year course because that contains a lot of modified social workers who have been working in the area," Mrs Shirley said.

Gateshead's assistant director of

further education Mr Alan Thwaites, said the education committee decided this year to withdraw grants for the three-year course as a result of a 50 per cent cut in discretionary awards.

He added that as many of the women on the extended course said they wanted to go on to do full-time work, the committee decided they were capable of doing a full-time course.

The number of adults enrolling at evening classes in Gateshead has plummeted by 74 per cent as a result of heavy fee increases. Enrolments this autumn total only 843, compared to 3,306 last year. Only 47 out of possible 194 courses are going ahead, compared to 345 out of 247 last year.

Over the past year fees have risen from £5.50 for a term of two two-hour sessions to £12.50. Enrolments for a term but unemployed people can still manage to cope.

Right-wing bibliography aims to counter 'collectivists'

A new right-wing bibliography aimed at correcting a "collectivist bias" in students' syllabuses and reading lists was published this week by the Centre for Policy Studies.

The slim pamphlet, *A bibliography for freedom*, lists some 800 titles in the field of economics, philosophy, political thought, psychology, history and sociology. It also includes sections on Marxist, socialist and collectivist critiques and collectivism in practice.

The bibliography was compiled by Mr Chris Tame, a self-confessed anarchist who is employed by an alternative bookshop in Covent Garden which is a mecca for those committed to individual liberty.

"It is undoubtedly true that for the past half century the predominant ideas in various disciplines have been collectivist. Fortunately now there's an intellectual ferment and revival and growth of new and classical libertarian approaches in all sorts of fields," said Mr Tame this week.

In his introduction to the bibliography, which was commissioned by the CPS, Mr Tame attacks the "collectivist grip" on academic life which he alleges provides a hostile environment to the student concerned with individual freedom.

"The subtle and not so subtle hostility and bias against non-socialist views and perspectives manifest by staff in so many institutions allegedly dedicated to the open-minded pursuit of knowledge is commonplace," he writes.

"The predominant practice is simply to ignore major non-collectivist scholars or schools of thought as far as possible. Serious consideration for those outside the collectivist paradigm is denied."

"The other customary tactic encounters in so many lectures is the contemptuous sneer, the humorous offhand dismissal before the speaker proceeds to really 'important' concerns," he claims. Available from Centre for Policy Studies, £1.95.

'The art of Braque and Picasso was part of the same great tide of modernist thought that included Einstein'



Robert Hughes's own written version of *The Shock of the New*, his major BBC2 series on modern art, is appearing weekly in *The Listener*. In the first of eight episodes, he tells how artists reacted to the coming of the machine age.

Also in this issue: Autumn Books, including Michael Foot's review of the Barbara Castle Diaries.

THE LISTENER

25 September 1980, 40p

Handwritten text: "The art of Braque and Picasso was part of the same great tide of modernist thought that included Einstein"

Labour students break with union allies

by Ngozi Crequer

A major split appeared this week between Labour Party students and other left-wing groups in the National Union of Students.

The National Organization of Labour Students (NOLS) has issued an "alternative" development plan for the NUS and accused the union's official plan, agreed at the last NUS conference, of depoliticizing the student movement.

The official plan, outlined in a document called *The Shape of Things to Come*, proposed a reduction in the union's activities and

concentration on problems directly concerning NUS members. The NOLS document argues instead that the NUS should retain a broad conception of its political role and base its strategy on strong areas of organization.

The NOLS document says that the NUS continually needs to review its priorities but says that there is not a narrow or autonomous view of student interests. "The consideration of wider social and political factors" are "crucial to the establishment of priorities in student organizations," and current NUS plans reflect problems rather than overcome them, argues NOLS.

NUS should seek to rejuvenate

idealism and actively involve students in its campaigns, it says. There could be no division between general issues and "issues affecting students". Without an overall political view ability to form alliances with allies was damaged and the internal strength of the union was lessened, it says.

NOLS says that the analysis in the NUS document "weakened" the union's ability to lobby and ideology to diplomacy. It seeks to act only within the parameters of the current ideological framework, not to change them.

NOLS wants to see a long-term commitment to central funding of

the area structure which is involved in union development, representation, campaigning, services and communication, and a medium term policy of partial central funding by means of a levy on subscriptions. The NOLS document doubts that the current reorganization of the administration of the NUS can save the money it is intended to. In the next year the student movement must decide how it rates the NUS, says NOLS. It may well claim a larger share of diminishing resources, but that also means that it must go onto the political offensive.

'Adapt for industry' urges MP

Scottish Education Minister Mr Alex Fletcher has called for closer links between education and society.

Opening a seminar on "education for the industrial society" at Jordanhill College of Education, Mr Fletcher said it was crucial that cooperation between academics and industrialists be revitalized and strengthened.

"Many companies lack the resources or expertise needed to exploit new ideas quickly and efficiently. Conversely the research and development facilities within academic institutions can develop and benefit from sponsored work for industry," he said.

The quality of life of the community was ultimately dependent

on the country's industrial base, said Mr Fletcher. There had to be improved attitudes towards the manufacturing industry in particular among all those involved with the education system.

"The task we are now embarked on, through the education for the industrial society project, is to define the needs of the industrial society we have and are likely to have, and to adapt education to these needs," said Mr Fletcher.

"Our aim is to prepare pupils, both at school and in further education, to live and work in an industrial society by providing them with knowledge and understanding of industry. By making them to make their own contribution to our future by working in industry."

Learned societies 'losing competitive edge' warning

Learned societies need to adopt a more commercial approach in competition with other organizations as retailers of scholarly information, Mr J. F. Rowland, scientific officer of the Royal Society told an audience of librarians and information scientists last week.

Mr Rowland was speaking at a joint conference in London on the nationwide provision and use of information organized by Aslib, the Institute of Information Scientists and the Library Association.

He warned that if learned societies, such as the Royal Society, became more commercial their distinctive character as voluntary and co-operative organizations of scholars must be maintained. "This will be a difficult tightrope to walk," he said.

One of the reasons why learned societies had suffered from competition in recent years was their basic unwillingness to adapt quickly to rapidly changing circumstances. This had been compounded by an overcautious attitude and an inability to commit substantial investment capital to projects, said Mr Rowland.

He warned that there was a danger that learned societies could be left with no role except that of a professional institution if they completely lost their information activity.

which had already been much eroded over the past 35 years.

Fortunately their role as major retailers of information would continue due to the goodwill of scholars who would resist a complete takeover from commercial publishers, he said. The societies also had a continuing part to play in the dissemination of learned journals and the maintenance of standards.

Professor A. J. Evans of Loughborough University said that results of a survey carried out among polytechnics and universities showed that academic libraries were only used by outside bodies when a system had been clearly set up to meet a need and not as a direct result of an institution's so called positive policy.

His survey showed that 69 out of a total of 91 institutions which replied spent less than 500 staff hours on outside information provision, yet half of these said they maintained a positive policy.

Greater use of academic libraries by outside institutions was made when funds were made available in the case of the medical libraries at the universities of Leicester, Oxford, Cork, Southampton and to a lesser extent Newcastle, Nottingham and Edinburgh, all of which received financial help from the National Health Service.

Nalgo worries over pace of pay talks

by David Jobbins

Senior officials of the National Association of Government Officers (Nalgo) are increasingly worried that the "Clegg" report on university white collar workers' pay may be delayed until the New Year.

The union's national executive committee is meeting today to review the pace of development and is likely to discuss recommending its attitude to the Clegg case if, by October, the previously expected date for a report, seems totally unrealistic.

Meanwhile efforts are being made to bring forward from mid-October the suggested date for Nalgo to present its oral evidence to the commission. One complication is the commission's new chairman, Professor Sir John Wood, who chaired the teachers' and college lecturers' arbitrations, takes over from Professor Hugh Clegg on October 1.

The reference is regarded as last of the three outstanding reports. The prime minister has been given to understand that the report will be finishing work around the end of this year with early part of next.

Commission officials say it is unlikely that the incoming chairman will be able to get things moving any faster.

The university clerical staff accepted an interim award of 10 per cent in return for the reference date of the Clegg study being shifted from July 1979 to July 1980. He is claiming 20 per cent and a number of additional improvements.

Meanwhile clerical staff in colleges and polytechnics who are awaiting an arbitration report designed to reconcile their 21 per cent 1979-80 pay claim with a management offer of 13 per cent.

Delegates representing university technicians were meeting in London yesterday following rejection by their negotiators of the employer's latest pay offer.

North American News

Georgia Professor chooses jail rather than tell judge how he voted on tenure decision

Government investigates university discrimination

University of Georgia Education Professor James Dinnan has been in prison since July, when he was jailed for contempt of court after refusing to tell a judge how he voted on a tenure decision.

The University of California at Berkeley stands to lose \$25 million worth of federal contracts from next month, unless it hands confidential faculty employment records over to government investigators who are checking the campus's performance in recruiting women and racial minorities.

The Berkeley and Georgia cases are the most visible manifestations of a new wave of resentment about government-mandated "affirmative action".

All American academics are aware of the implications of affirmative action, but there is no simple, generally accepted definition of the term.

For example the university of Pennsylvania's affirmative action plan states: "It shall be the policy of the university in filling administrative and professional positions to give special consideration to women and minority persons where all other relevant considerations fail to provide a clear choice among top candidates." The plan explains that the policy is designed to ensure "that the university has an effective and heterogeneous work force".

However no brief definition can give an idea of the cumbersome administrative machinery that has arisen to existence to monitor and enforce affirmative action. Indeed many academics have lost sight of the policy's laudable intention—to make up for the discrimination suffered by women and minorities over many generations—and they focus instead on the adverse consequences of its implementation. In particular they worry about the inevitable intrusion of Federal investigators and courts into academic decision-making processes that have traditionally been confidential and the business of the government or the judiciary.

An overwhelming majority of faculty members at the University of Georgia support the stand taken by their jailed colleague, Professor Dinnan, who was one of a nine-member faculty committee that voted 6-3 in a secret ballot last year against giving tenure to Melvin Blaubeurg, an assistant professor of educational psychology.

Miss Blaubeurg, who had also been denied tenure the two previous years, was told that her contract would not be renewed. She responded by suing the University of Georgia on the grounds that she was rejected because of her sex and especially because of her activities as director of the university's Small Business Development Program.

In order to collect evidence for her case, Miss Blaubeurg's lawyer asked for documents from the six members of the Tenure Committee who were believed to have voted against her. Five agreed reluctantly to say how they had voted, and why, but the sixth, Professor Owens, ordered him to cooperate. Professor Dinnan chose to defy the

court, maintaining that his vote was his own business. Eventually the judge fined him \$3,000 for contempt of court and sent him to jail for three months. The 50-year-old professor surrendered to Federal marshals in his academic robes, telling reporters they showed how "in effect the Federal Government will be locking up the University of Georgia".

Professor Dinnan is due to come before Judge Owens again on October 3. As he still remains silent about his vote, he could be sent back to prison for another 18 months. But the United States Court of Appeals in New Orleans has agreed to an "expedited hearing" of his appeal, and the case should soon be taken out of Judge Owens's hands.

A University of Georgia spokesman said that while Professor Dinnan has been serving time in the minimum-security prison at Eglin Air Force base, Florida, support for him has been running high. The faculty have filed several petitions on his behalf and raised money to pay off his fine. They believe that a fair and effective system of academic freedom and promotion depends on the confidential evaluation of candidates.

However, Miss Blaubeurg's lawyer maintains that university policy must give way to the demands of the law. "It is impossible to act against discrimination without penetrating the traditional veil of academic secrecy," he said.

Confidentiality versus affirmative action is also the central issue in the dispute at Berkeley. It is less glamorous than the Dinnan case, because there are no personalities to act as martyr, hero or villain, but its implications are just as important.

The United States Secretary of Labour, Ray Marshall, has given the University of California at Berkeley one month to allow his civil rights investigators to copy its faculty employment records. Otherwise, he says, the campus will lose its government contracts which are worth \$25 million.

Berkeley Chancellor Michael Heyman called the decision "an extreme response to a disagreement over procedural aspects of a Federal affirmative action investigation". He indicated that the university would probably ask a Federal court to overrule the secretary's order, although it might be prepared to comply if the Department of Labour could give sufficient guarantees that the copies would be kept secret.

The dispute dates back to March 1978 when Federal investigators began a thorough routine review of faculty recruitment and promotion at Berkeley, to check that the campus was giving a fair opportunity to women and minorities. They found evidence of possible discrimination in several departments and asked to take away copies of their employment records for further scrutiny.

Reluctantly the Berkeley administration allowed the Federal agents to see all the documents they wanted and to take notes from them. But the University refused to give them copies on the grounds that confidential appraisals of candidates might then be subject to public disclosure under the Freedom of Information Act.

Sex bias getting worse says national education body

The salary and equality gap between women and men has widened over the past year, according to the United States Government's National Centre for Education Statistics (NCES).

The NCES reports that at every academic rank and in every type of institution, men were not only paid more than women but also received larger average increases in salary last year. Its analysis is based on 2,244 colleges and universities.

On average, male professors on non-tenured contracts (which are renewed in the United States) received 7.2 per cent in 1979-80, 8.5 per cent in 1978-79, and 7.2 per cent in 1977-78. Only

6 per cent more than last year. Male instructors earned \$14,433 this year, up 6.5 per cent on 1979, while female instructors received \$13,921, up 5.6 per cent.

The average salary increase for a male professor in 1979 and 1980 was 7.2 per cent. As the American Association of University Professors pointed out when it released its salary survey in June, that represents a real decline of 5 or 6 per cent because of inflation.

More encouragingly, the NCES found that the number of women increased somewhat in all academic ranks, although female representation is still weighted heavily towards the bottom of the faculty ladder.



White male staff are more likely to be promoted and to receive higher salaries than women and blacks on many American campuses.

New aid deal for students

Congressional negotiators have agreed on a second slightly cheaper package of Federal higher education programmes to replace the earlier compromise which the Senate rejected as too expensive.

The main change is to raise the interest rate for guaranteed student loans after graduation from the present 7 per cent to 9 per cent. The first compromise produced by the House-Senate Conference Committee had put the rate up only to 8 per cent.

"We were sorry the interest rate had to go up to 9 per cent," said Steve Lefman, National Director of the Coalition of Independent College and University Students. Other higher education lobbyists also remained enthusiastic about the re-authorising legislation.

One possible change the House-Senate Conference Committee could have made was to require students to have paid back accrued interest on

guaranteed loans for the period they were at college. That was an amendment included in the original Senate version of the Bill, which was adamantly opposed by the House and by the higher education associations.

Under the new compromise, the interest rate on guaranteed student loans would drop from 9 to 8 per cent if there is a general fall in interest rates.

The rate for the Government's other loan programme, the National Direct Student Loan (NDSL), will rise from 3 to 4 per cent, as agreed previously. But the grace period before repayment begins has been cut from nine to six months after graduation. The NDSL is a means-tested programme aimed at poorer students, while the GSL is open to everyone regardless of wealth.

Colleges link up to aid small firms

The American Association of Community and Junior Colleges is linking together 133 of its member institutions to form a national network to help small businesses. The colleges will give short-term training to people starting or running firms in an attempt to reduce the high failure rate in small business. The Federal Small Business Administration is providing a \$190,000 grant and management assistance towards the 18-month project.

Fellowship award

The Wellcome visiting professorship in physiology at the Milton Harshay Medical Center, Pennsylvania State University, has been awarded to Professor P. J. Randle, fellow of Hertford College and head of the Nuffield department of clinical biochemistry, University of Oxford.

Oliver Cookson, North American Editor, The Times Higher Education Supplement, is based at the National Press Building, Washington DC 20045, Room 541. Telephone: (202) 638 6765.

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Overseas continued

CANADA

THE CALGARY INSTITUTE UNIVERSITY OF CALGARY VETERINARY POST-DOCTORAL FELLOWSHIP

The Calgary Institute for the Humanities offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in April 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the Calgary Institute for the Humanities, University of Calgary, Calgary, Alberta, Canada T2N 1N4.

The University of Toronto offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Toronto, University of Toronto, Toronto, Ontario, Canada M5S 1A5.

The University of British Columbia offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of British Columbia, University of British Columbia, Vancouver, British Columbia, Canada V6T 1W5.

The University of Alberta offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Alberta, University of Alberta, Edmonton, Alberta, Canada T6G 2G4.

The University of Saskatchewan offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Saskatchewan, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

The University of Manitoba offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Manitoba, University of Manitoba, Winnipeg, Manitoba, Canada R6T 2T6.

The University of New Brunswick offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of New Brunswick, University of New Brunswick, Fredericton, New Brunswick, Canada E3B 6A1.

The University of Nova Scotia offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Nova Scotia, University of Nova Scotia, Halifax, Nova Scotia, Canada B3H 2P9.

The University of Prince Edward Island offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Prince Edward Island, University of Prince Edward Island, Charlottetown, Prince Edward Island, Canada C1A 4P4.

The University of New Brunswick offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of New Brunswick, University of New Brunswick, Fredericton, New Brunswick, Canada E3B 6A1.

UNIVERSITY OF NATAL Department of English Durban

Applications are invited from suitably qualified persons, regardless of sex, race, or national origin for appointment to the post of

PROFESSOR

The vacancy arises from the retirement of a senior professor. The successful candidate will be responsible for the teaching and supervision of students in the Department of English. The salary is R17,100 per annum, plus a R2,000 stipend for research and travel. Applications should be sent to the Director of the University of Natal, University of Natal, Durban, Natal, South Africa, 4001.

The University of Cape Town offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Cape Town, University of Cape Town, Cape Town, South Africa, 7700.

The University of Witwatersrand offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Witwatersrand, University of Witwatersrand, Johannesburg, South Africa, 2006.

The University of Pretoria offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Pretoria, University of Pretoria, Pretoria, South Africa, 0001.

The University of Port Elizabeth offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Port Elizabeth, University of Port Elizabeth, Port Elizabeth, South Africa, 6001.

The University of Stellenbosch offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Stellenbosch, University of Stellenbosch, Stellenbosch, South Africa, 7600.

The University of the Free State offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of the Free State, University of the Free State, Bloemfontein, South Africa, 9300.

The University of the North West offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of the North West, University of the North West, Potchefstroom, South Africa, 2520.

The University of Limpopo offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Limpopo, University of Limpopo, Polokwane, South Africa, 0900.

The University of Venda offers a post-doctoral fellowship to a holder of a PhD in the field of history, literature, or the social sciences. The fellowship is for one year, starting in September 1981, and is renewable for a second year. The salary is \$12,000 per annum, plus a \$2,000 stipend for research and travel. Applications should be sent to the Director of the University of Venda, University of Venda, Thohoyandine, South Africa, 0950.

Lady Plowden takes over

Lady Bridget Plowden has been elected president of the National Institute of Adult Education for the next three years. She will take up her post in January, when she gives up her present role as chairman of the Independent Broadcasting Authority.

Vice-presidents of the institute will be Dame Rosemary Murray, president of New Hall at Cambridge University and Professor Harold Wilshire, emeritus professor of education at Nottingham University. Executive chairman will be Professor H. A. Jones, pro-vice-chancellor at Leicester University and Mr J. Rendel Jones, former chief education officer for East Sussex, will be honorary treasurer.



Principal wins fight to save college

by Charlotte Barry

The principal of a threatened dental college, which was due to close this month, has succeeded in his last-ditch personal campaign to save it.

Mr John Seal, principal of Rutland College, (formerly Battle of Britain House), is to make history by taking over the adult education college and running it as a private, non-profit making enterprise.

Earlier this year the Outer London borough of Hillingdon, which has been running the college at an annual cost of £50,000, decided to close it as part of its programme of spending cuts.

Rather than be redeployed within the education service, Mr Seal offered to run the college privately and pay the council an agreed annual rent for the building during the next 12 years until he retires.

This week Mr Seal said he was delighted with the council's decision to take it over. "I am taking it over," he said. "We are hoping that everybody will all right, and hope to be going again by January."

Until this month the college catered for about 1,800 people a year on courses lasting between one day and two weeks. Over the past seven years Mr Seal has expanded the traditional liberal studies programme to include industrial relations and pre-retirement courses.

In the absence of a local authority grant he expects to run more income-generating courses for trade unions, commerce and industry and revert to the college's former name.

At the same time there has been a new development in the threat hanging over two further short-term colleges in Staffordshire. Pendrell Hall and Wedgwood Memorial College have now been asked to consider remaining open on a self-financing basis.

Both colleges were on a list of suggested closures drawn up over the summer by Staffordshire County Council's budget panel which are being kept under review. The colleges are being kept open for a year, but the council is considering whether to close them by the end of the year.

Mr Seal said he was delighted with the council's decision to take it over. "I am taking it over," he said. "We are hoping that everybody will all right, and hope to be going again by January."

Evening class fees rise reduced

Humberide local education authority has been forced to reduce recently imposed 40 per cent rise in non-optional evening class fees.

Following a drastic drop in numbers, Humberide gained nothing last year when it cut spending on education by £300,000, leading to a virtual elimination of the service.

When classes resumed in the autumn, the authority had to reduce fees to 15 per cent, an average of 15 students, and ahead of the previous year.

Now the authority has reduced fees to 52p an hour for the average enrolment again. Hull will be asked to reduce fees to 52p an hour for the average enrolment again. Hull will be asked to reduce fees to 52p an hour for the average enrolment again.

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Overseas News

Arab university gains support

from Benny Morris

JERUSALEM The Nazareth Municipal Council has decided to establish Israel's first "Arab" university in this all-Arab central Galilee town. But observers doubted whether the decision would ever put on flesh and skin.

Education Ministry officials reacted by saying that only the Council of Higher Education and the Cabinet are empowered by law to establish universities or to grant academic recognition to educational institutions. They said the council's decision was "politically motivated".

Explaining the decision, the municipal council declared that "the time had come for Israel's 550,000-strong Arab minority to have a university of their own".

The council decided first to establish departments of Arabic and Middle East studies. The council announced that all Jews wishing to study at the new university would be welcome.

Education Ministry spokesman Tawfik Zayyad, had not approached the Council for Higher Education about the proposed university.

Weizmann Institute Professor Heim Harari, chairman of the Council for Higher Education's key budget and planning committee, said yesterday that "it is highly unlikely that the council would at present approve a request to set up a new university in Nazareth or anywhere else in Israel". He pointed

India applies new entry rules

from A. S. Abraham

BOMBAY A few months ago, the Association of Indian Universities, a body of vice-chancellors, had called for a "regulatory mechanism" to control the anticipated influx of foreign students into India following the raising of higher education fees in Britain and the generally prohibitive cost of higher education in the United States and elsewhere.

While the Government does not want to discourage students who might want to come here, it does not want to import other nation's quarrels. The experience with students from Iran, Afghanistan, Somalia and some other somewhat volatile Third World nations has not always been happy.

Campus conflict between rival foreign student factions supporting contending groups at home has become violent at times.

The Indian government has introduced a new procedure for foreign students seeking admission to universities.

Thousands of fee-paying, self-financing students, mostly from African, Middle Eastern and south-east Asian countries, have been getting "eligibility" certificates directly from Indian universities and then joining affiliated colleges of their choice.

Now they will first have to apply to their embassies in New Delhi which will screen the applications and forward them to the federal education ministry which will assign them a university place. Every foreign student will be required to have a valid student visa which will be given only after application has been approved.

The announcement was made by Mr Richard Burke, Irish Commissioner to the European Communities Commission who was addressing the Standing Conference of University Information Officers, at Trinity College, Dublin.

'Eurydice' link for Europe

from a special correspondent

An education information network linking all EEC member states is to be launched to coordinate policy in four key areas.

The service to be called "Eurydice" will concentrate on development in the education of migrant workers, children, the teaching of foreign languages, the preparation of young people for working life and policies for the access and admission of students to higher education.

The announcement was made by Mr Richard Burke, Irish Commissioner to the European Communities Commission who was addressing the Standing Conference of University Information Officers, at Trinity College, Dublin.

Language union set up to promote Dutch world-wide

from Lionel Cohen

BRUSSELS Four ministers, two Dutch and two Belgian, this month signed a treaty inaugurating an international Dutch-language union.

The union, believed to be the first of its kind in modern history, provides for the establishment of a common language in Holland and Flanders and for the international promotion of the language, including the wider development of research into Dutch literature and linguistics.

Standard Dutch spelling and grammar will be established and used on all official publications and common programmes for cultural and educational development may be launched.

The treaty is expected to be ratified by parliament and the Belgian Culture Council for the Netherlands community this autumn. It represents one of the first international acts of the council which has only enjoyed independent law-making powers on behalf of Dutch-speaking Belgians since 1978.

With an initial coverage of some 20 million Dutch-speaking citizens, the administration and development of the union will be carried out by an international organization comprising four bodies. It is intended that direction and initiatives will be given to the union's work by a proposed council for Dutch language and literature and the treaty makes provision for setting up a committee of ministers and a general secretariat for which an international staff of some 45 language experts, administrators,

journalists and librarians is to be recruited.

The presence of Dutch Education Minister, Dr Arie Pals, at the signing ceremony emphasized the importance of this development in the fields of Dutch higher and higher education. This relates not only to the union but also to the parallel development of common international study and research programmes, which will facilitate a Belgian extension of the new Dutch Open University, expected to begin operation in about three years time.

The treaty also opens prospects for language and literature development much further afield by permitting other Dutch-speaking countries, such as South Africa, to unilaterally accede to the union. At the same time, the possibility of creating greater interest in Dutch language and literature in countries, such as the United Kingdom, where little activity exists in its field, is an important secondary objective.

Much closer at hand is the way to reinforce the declining use of Dutch in the European Community, where the accession of Greece to the "new language" countries, placing disproportionate pressure on already fully employed translation and interpretation services of the European Commission, Parliament and Council. The union of the language union will be one means of combating the threat to the continuance of Dutch as one of the principal community languages and the fact that the Dutch government has undertaken to meet two-thirds of the union's operating costs emphasizes the importance which they attach to the language issue.

Progressives hope for apartheid policy shift

from a special correspondent

Amid the continuing controversy and disturbances in South African education institutions over the past few years, one specific demand more recently has been that the government should initiate an enquiry into the state of education in relation to the population, with a view to producing a more equitable and effective national system.

Those calling for such a project have been insistent that unlike previous, state-sponsored studies, this one should be concerned with the total educational structure, not just one racially-defined segment of it. To the surprise of many, this enquiry has now been initiated, though not in the form sought, which was that of a judicial commission.

On June 13 this year, Prime Minister P. W. Botha, announced in parliament that the Human Sciences Research Council would be the agency responsible for the proposed "coordinated and scientific investigation" into all aspects of education. The study would be made in collaboration with all interested parties, and should cover all sectors of education, including tertiary education.

The Government has not yet released information on the recommendations of the Viljoen-Rietveld committee, which reported some months ago, and had been instructed to make proposals on tertiary education facilities for blacks in the "white" areas of the country, the sides.

On the other hand, when the government recently set up a research council a grant of £180,000 which had been earmarked for projects in the black development of the country, it was promptly returned on the grounds that certain "sensitive" sectors of the country's community would be damaged by its involvement.

In the education inquiry, the council's leadership is expected to play the public sector of higher education. The last Labour subject during the last Labour government. Despite doubts about the system, dividing universities and polytechnics, there are no measures to reform the universities. As at the last election, Labour's main concern in the field of higher education are to increase participation by the working classes, and to get women, the only element in the team.



Labour's six lines for the post-18s

by John O'Leary

When Mr Neil Kinnock took over responsibility for education in the Shadow Cabinet his vow was to make the subject "sexy". As far as higher education is concerned, this is very over the possible withdrawal of grants from former public school pupils and conducting a personal battle with Mr Mark Carlisle, Secretary of State for Education, over cuts and overseas students' fees.

Thus far, it has not included the formulation of new policies to commit the Labour Party to a programme of reconstruction when next in government. Post-18 education merited just six lines in the National Executive Committee's Draft Manifesto, inevitably phrased in the most general terms, with the needs of youth receiving only marginally more comprehensive treatment.

Mandatory grants were to be extended, more part-time courses encouraged and schemes of paid educational leave introduced to entice adults back into the education system. For the 16-18s, educational maintenance awards would be relaunched, statutory obligation put onto employers to provide or facilitate training for young workers, and the Youth Opportunities Programme, unified with vocational schemes and the disadvantaged, given more facilities by local authorities.

The more explicit programme for 16 to 18-year-olds reflects Labour's priority in post-school education, which was clearly stated in the party's campaign handbook on education in the last general election. The age group was said to be "higher education's poor relation" and the provision of adequate financial support to enable greater numbers to remain in education beyond the minimum leaving age remains a major concern for Labour's educationists, even if at the expense of some existing provision.

Despite the loss of Mrs Shirley Williams, which has inevitably left something of a vacuum, the Parliamentary Party is not short of members with experience and knowledge of the higher education scene. The most consistently active in the field is Mr Christopher Price, who currently chairs the Select Committee on Education, but Mr Bryan Magee, Mr Stan Thomas and Mr John Straw are just a few examples of the wide range of experience available.

As discussions in Mr Price's committee have illustrated, the Labour Party is as divided on some aspects of higher education policy as on general political questions. Sections of the Left want a decentralisation of power, bringing the universities into line with local authority provision, while the mainstream thinking concentrates on measures designed to achieve results through national machinery.

The official party line remains one of support for a national body to plan the public sector of higher education. Mr Christopher Price, Mr Gordon Oakes's committee on the subject during the last Labour government. Despite doubts about the system, dividing universities and polytechnics, there are no measures to reform the universities. As at the last election, Labour's main concern in the field of higher education are to increase participation by the working classes, and to get women, the only element in the team.

The party conference season gets into full swing next week with Labour meeting in Blackpool, to be followed by the Tories in Brighton. The Liberals have set an unhappy lead by going through their annual meeting without discussing education at all, and the major parties are likely to give similar treatment to higher education. Here THES writers examine the parties' policies for post-school provision.

Carlisle: resolve and reserve

by Peter David

A curious mixture of boldness and caution has become the hallmark of Conservative policy on higher education since the Party swept to power 16 months ago. On issues involving money and ending the subsidy to overseas students, or high Tory principles—like recognizing the Independent University at Buckingham for university grants—Mr Carlisle and his colleagues have been firm and have shown themselves ready to defy the shrill protests of the universities. Where the issues have been more subtle, on the other hand, the Government has been cautious to the point of vacillation, a caution shown most clearly in the continued absence of a polytechnic policy to fill the vacuum left by the Labour Government's still-born Oakes Report.

One reason for the contrast in styles is that education, like other spending services, has been forced by the Government's economic policy to submit to Treasury plans. Finding the subsidy to overseas students would presumably have been too alluring a policy for the Treasury to pass up, no matter what resistance it encountered from the Department of Education and Science. The position of higher education, however, has been especially vulnerable because of the odd choices Mrs Thatcher made when she appointed her education team immediately after the election.

Mr Carlisle has, after a slow start, won the respect of the party's fighter within the Cabinet, but there is no doubt that he has little interest in education as a whole and even less in the arcane problems of higher education. Dr Boyson, a man of wild enthusiasm, has been completely reversed by being denied ministerial rank and put in charge of the alien world of higher education instead of his familiar territory of schools.

As a result, and with the conspicuous exception of overseas student fees, higher education has been spared the zealous radicalism which it had feared in the early days of the new Government. The universities, miffed by their defeat on overseas students, have been mollified by an unexpectedly generous grant settlement. The polytechnics have been badly hit by the "cap"

of the Advanced Further Education Pool, but their protests have been surprisingly muted. Mr Piazky's quango hunt left vulnerable bodies like the Council for National Academic Awards and the Social Science Research Council unscathed. And rumours of university and polytechnic "dealings" in the early days of the new Government, have all but vanished.

For Mr Robert Rhodes James, liaison officer for further and higher education, Mr Rhodes James, MP for Cambridge, is responsible for keeping in touch with ideas in higher education and reporting direct to Mrs Thatcher. A historian and former don, he was prepared to be openly critical of the Government line on overseas students, although his chief interest is in the protection of university research.

Dr Keith Hampton, MP for Ripon, Dr Hampton, probably the best-informed Conservative MP on public sector higher education, had entertained hopes of becoming junior minister at the DES, but ended up at the Department of Environment. He remains actively interested in education, however, and backs the polytechnics' demands for freedom from local authority control.

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Radical policies from nationalists

by Olga Wojtas and David Jobbins

Both nationalist parties have radical policies for higher education, each with a major emphasis on awakening and developing cultural consciousness.

Wales and Scotland have been heavily hit by the recession, and the full range of higher and further education institutions are seen as playing a major role in paving the way for recovery.

The Scottish National Party wants a ninth Scottish university to be established at Inverness, and believes the Highland and Islands Council should be incorporated on a college basis. Colleges should be set up in the main Scottish Islands, but primarily for the Islanders but to enable mainland students to gain better understanding of the way of life and character of the Islands.

Council to foster research into Scottish literature, languages, history, traditional culture, philosophy and law.

In the event of independence the universities would be financed by the new central government, the party says. Their traditional autonomy would be extended to all other sectors of post-school education. It proposes a Higher Education Council to scrutinise the way Ministers decide on the allocation of resources among the different sectors.

The aim of Ffled Cymru is to localise higher education to improve its responsiveness to Welsh needs and encourage teaching of and research into Welsh language and culture.

End binary divide, say Liberals

by Paul Flather

The Liberal Party is calling for the binary divide between polytechnics and colleges of higher education and universities to be abolished, and eventually for all the institutions to be controlled and funded through one Higher Education Grants Committee (HEGC).

In a blue-paper policy statement, updated last month, the advisory panel for education says the different historical development of universities and colleges have led to serious inequalities and inefficiencies.

"We have now a series of overlapping networks which compete with each other for available students rather than seeking to complement each other... A primary cause of this is the different methods of funding and control", the panel says.

In the first instance the Liberals call for a national body with similar powers to the University Grants Committee (UGC) to be set up to fund and control public sector institutions.

After a suitable period this new body would be merged with the UGC to form a new Higher Education Grants Committee.

This, the Liberals say, would lead to greater cooperation between institutions within the same area, eliminate duplication of courses, and encourage greater diversity.

The party document lists numerous benefits of a unified system: cooperation across the binary division; it would be easier for students to transfer between institutions, shared educational advisory and information services in areas shared student facilities shared recreation and the development of complementary courses.

Merging the public and university sectors would also have implications for lecturers' pay; the Liberals are calling for greater harmonization of salary levels of academic staff in polytechnics and universities, and also for more uniform student-staff ratios.

They also want closer links between educational institutions and the local community. This could be done by extending facilities for sandwich degree courses, which combine study and work, and by encouraging greater community access to higher education facilities.

A major theme of Liberal policy is flexibility, and the party's education panel comes out strongly in favour of a generalized system of exchangeable course credits, which would allow transfers between courses and institutions, allow courses to be taken over longer periods, and in many different situations, and cater for those who are in or out work.

The document calls for a change in attitudes to education and training is needed. "Traditional attitudes—both reflecting and contributing to those of society as a whole—have brought about a serious imbalance in the curriculum which has placed high value on theoretical and academic achievement and diminished the esteem due to those whose abilities are essentially practical and creative", the Liberals say.

There must be greater emphasis on the manufacturing technologies and on management, two fields in which Britain is "lagging behind its competitors". The Liberals are calling for a "new regard" for commerce and industry.

Afrikaans group open to all races

from Howard Burrell

JOHANNESBURG A breakaway group of Afrikaner university students have formed a new students' organization with aim that place it firmly on the left of the white political spectrum in South Africa.

The development indicates a partial revolt by the cream of Afrikaner youth. The new organization, Poltu, was formed in Johannesburg on September 12 and 13 by more than 400 delegates from the Rand Afrikaans University and the Universities of Stellenbosch, Potchefstroom and Pretoria.

The new "verligte" (enlightened) Afrikaner group is open to all races. It stated its opposition to the government's homeland policy where, by different "ethnic groups" are given citizenship of "independent states" such as the Transkei.

It proposed full South African citizenship for all South Africans regardless of colour. It advocated equal economic and social opportunities for all. It called for equal political rights, suppression of "apartheid" legislation and abolition for all.

It proposed the institution of a Bill of Rights enforced by an independent judiciary. It demanded the equalization of all educational opportunities.

It is at this stage believed to command the support of only a small minority of Afrikaner students. But its appearance coincides with considerable ferment among the Rand Afrikaans University and the University of Stellenbosch.

At Stellenbosch, earlier this year, the Minister P. W. Botha was heckled and booed in a confront with students in Rand Afrikaans University students' representative council elections coinciding with Poltu's founding five Poltu members were elected and the majority of members are broadly described as Verligte.



Blacks mingle with white students in a protest march about proposals in 1976 to introduce compulsory teaching in Afrikaans in school.

and the exiled Barney Pityana (now secretary of the African National Congress) in London University. The latter group, which has its headquarters in the town of Potchefstroom, is a more radical group. Its composition rather than its present numerical support. Besides the fact that its support is drawn overwhelmingly from Afrikaners, the latter group is led by a white man, a South African, who is drawn from those quarters which have traditionally provided Afrikanerdom's leadership: the church, legal profession and the humanities.

Both Poltu chairman, Pieter Botha, and vice-chairman, Ronel Koenigsberg, are theology students. Added significance is provided by the development of what some observers are calling a "crisis of conscience" in the traditionally highly conservative "Afrikaner" churches over the lack of scriptural support for the Afrikaner churches' pro-apartheid stance. Mr Botha dedicated Poltu to "changing the heartbeat of South Africa into a situation of peace and justice". Neither of the two main Afrikaner students' had heard a former leader of the Soweto student revolt of 1976 say: "Your organization gives me hope that we can be fighting for a better South Africa."

The UN university looks at the deepening North-South split and tries to find some solutions

The rector who sees a future in unity

This year is a "watershed" for the United Nations University. In December its medium term plan is to be discussed by the new council. There are signs that Dr K. Soedjatmoko, its new rector, intends the university work to reflect its original role as the intellectual arm of the UN more closely than was possible in the first five years. This will mean a greater emphasis on finding global solutions on the lines of the Brandt Commission report.

Mr Soedjatmoko, who is regarded as Asia's leading intellectual, has received the Rana Magsaysay award for intellectual understanding. He was Indonesia's ambassador to the USA between 1968-1974 and then became adviser for social and cultural affairs to the National Development Planning Agency of Indonesia.

Giving his views on the future of the university during his presentation of its fifth annual report, Mr Soedjatmoko praised the achievements of the previous five years.

These had focused on programmes of Third World development and had already given useful results. For example, the world hunger programme research on nutritional requirements had shown that the current estimate of safe protein allowance was inadequate for long-term maintenance of most of the world's adult population.

However he pointed out that the expansion of knowledge in the last decade had not added to our capacity of solving the most urgent problems facing humanity.

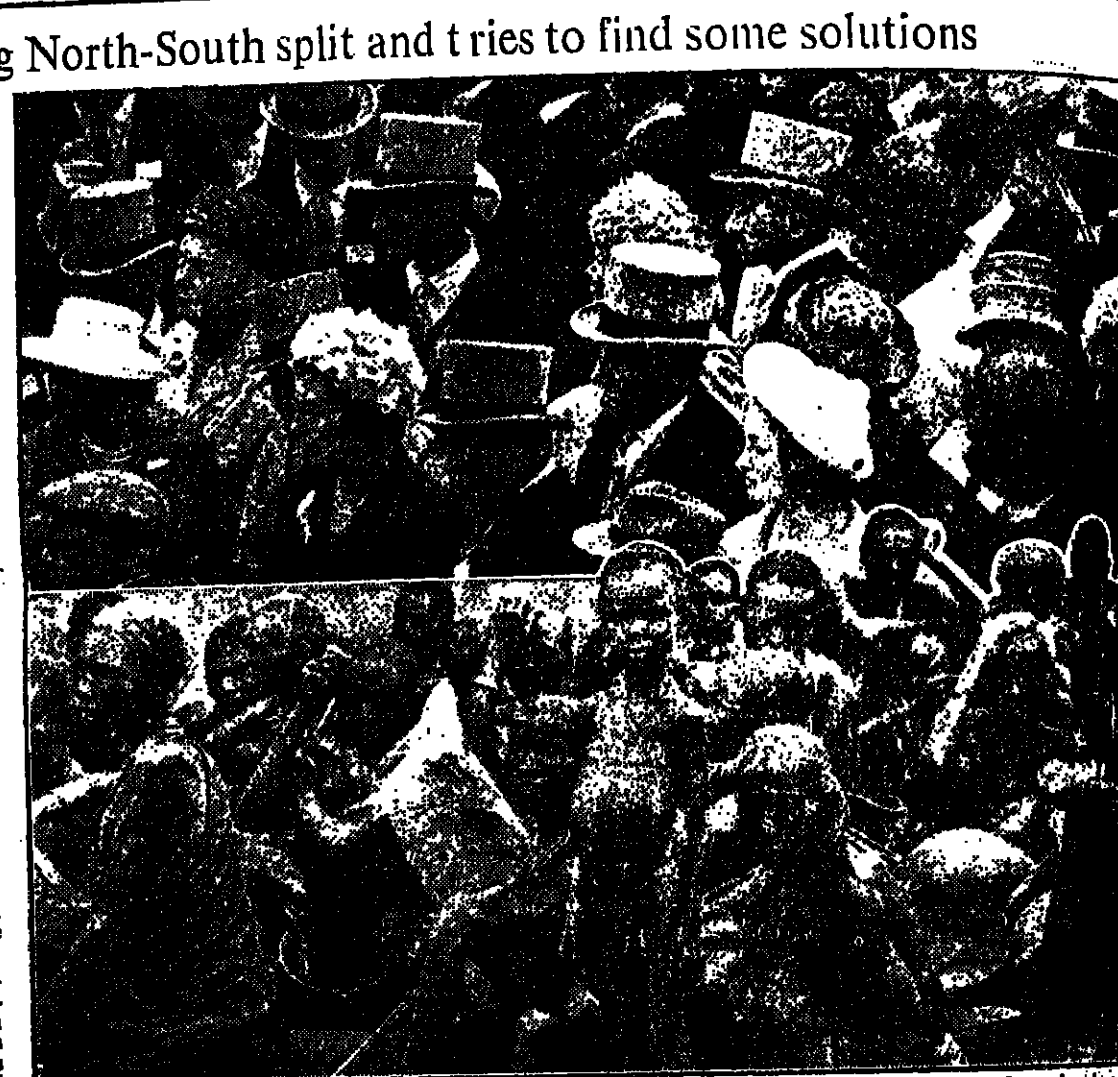
"This has been partly due to a lack of political will, but also very often our knowledge has been irrelevant to those problems," he said.

He felt the UNU, along with the world's universities and research centres, must help build the knowledge and skills required to answer questions such as how to overcome world hunger, alleviate human suffering and misery, reduce aggression and violence and prevent irreversible damage to our ecosystem.

Dr Soedjatmoko believes these questions can be answered by the UNU as well as other universities, and that together they can remedy certain weaknesses in science and technology.

For example, the university could encourage scholars to collaborate in research and advanced training and check the fragmentation of the world's scientific communities.

"Together, the university's institutions can break the intellectual isolation of scientists and scholars from the developing countries from each other and also from their colleagues in the industrialized countries and help reverse the brain drain," he said.



Three-quarters of the world does not get enough to eat despite man's advanced technology ability to produce enormous quantities of food.

Academics can help fight poverty too

The United Nations University's social and cultural project is seen by Dr Abdel Malek, the project coordinator, as central to the whole of the UNU debate. Its origin lies in the decade of the second development decade of the UN when it was felt that the whole direction of development was wrong.

"Something was lacking and our project was designed to give flesh to a philosophic conception and scientific approach which considered that the whole problem with development was its Western orientation. Our assumption was that the major civilizations and geographical and cultural regions were historically separate," says Dr Abdel Malek.

He stresses that the project, which now has 21 associated units consisting of around 300 scholars in 30 countries, is not a third world project, but a project dealing with the human condition. (The latest to join is Dr Joseph Needham of Cambridge University's East Asia History Library.) It is open-ended, because the vision of the project is conceived of as an intellectual and scientific

workshop, encompassing all different cultural aspects.

"We are trying to see the different positions of social evolution in a cultural context. We are looking at approaches in the Western world which can be useful to other societies and allow resources to be used," he says.

Dr Abdel Malek admits that no intellectual project can solve man's problems alone, but he believes it can help by highlighting difficulties and pointing to hidden potentials. "We can do this by taking various schools of thought to outline the possible scenarios. It will play the game of left and right or black and white, we would not get anywhere. Our purpose is to work as a team," he points out.

He says that they are only concerned with concrete problems. For this reason they plan to have more people involved with aesthetics, religion and art. "This will involve tapping the resources of religious and philosophical thinkers, writers, musicians, film makers and geographers. Next year we are planning a series of activities to open

up these parallel groups, which will broaden the entire scope of the project," he says.

The project, which is funded for five years and coordinated from the Centre National de la Recherche Scientifique in Paris, with the help of the Maison des Sciences de l'Homme, will end in 1982.

At the end of that year it is hoped to present a written report of major social and cultural approaches, which will be based partly on the work done by members studying different aspects such as culture and thought, philosophy and religion, and history and international relations. It will also include conclusions reached by other members of the sub-project on Endogenous Intellectual Creativity, whose next regional seminar is to be held in Kuwait next month.

"Our report will not be a series of reports. It will be a well-balanced series of scenarios outlining the potential courses of evolution in society. It will be designed to contribute to a deep understanding of the human condition," Dr Abdel Malek says.

Civilization has reached crisis point, says economist

Man had achieved unlimited power to destroy his planet, yet is unable to solve the world's major problems, Professor Celso Furtado, professor of political economy at the Ecole des Hautes Etudes en Sciences Sociales at the University of Rio de Janeiro said in his keynote speech.

"We are at a very critical period of civilization and we badly need to think globally," he said. "In any discussion of the transformation of the world, we have to examine the role of technology in our society, and how it had become a dominating force over men."

The arms race was an example of technology's domination of our society. Countries like France had two-thirds of their resources linked to arms and 50 per cent of the technology we used was a by-product of the arms race.

"There are four pounds of TNT per person and that is a frightening power of destruction. If we are going to change the world, we have to start with the question of arms and weapons," Professor Furtado said.

Changing the world was very much a question of becoming aware of what we might pass on to our children and grandchildren.

Speaking on changing patterns in the world economy, Professor Immanuel Wallerstein, director of the Fernand Braudel Centre in New York, said that the capitalist world economy had entered a long crisis comparable to that which faced feudalism between 1300 to 1450.

The fact that we were in a systemic crisis did not mean that the capitalist development of the world economy would come to an end. On the contrary, the very vigour was fuelling the crisis and continued to be the main factor in exacerbating the contradictions of the system.

He pointed out that there were three different logics playing themselves out in the crisis. One was the logic of capitalism, the second the logic of domination and the third that of the civilizing project. Discussing the logic of domination, he pointed out that one inherent danger would be the attempt by the world's bourgeoisie to retain their power.

"This might mean policies leading to nuclear world war and bringing about the demise of the present system in a manner that destroys much of the forces of production and thereby making socialist world order far less naturally feasible," Professor Wallerstein said.

In the section on the scientific technological revolution and its impact on urban and rural societies, Professor Janusz Golembowski, specialist in political and social problems in Poland, said that the main question in assessing technology was whether the problem of humanizing technology had been resolved or whether it was being developed as a new instrument of domination.

He pointed out that, in technology, the means of social and cultural emancipation, an open debate with the participation of numerous masses was needed.

"One should select values and styles of dialogue so that the interested individual, representing his or her knowledge and experience, can have the opportunity to participate in the technical and social debate," he said. "Otherwise there is a danger that, in the public opinion, the knowledge of experts, their appearance and the assessment of their knowledge using specialist terminology will be used to reinforce the process of domination."

In a talk on youth, sex and the family Dr Zineb Tofigh, the Iranian delegate, provided an insight into her country's recent revolution and its future.

Dr Tofigh pointed out that a birthrate in Iran had led to a high proportion of young people, leading to a situation where a large proportion of the population was under 20 years of age.

This meant that the characteristics of one generation of today would be passed on to the whole population of the future. She said that the youth had had very different aspirations, those before the revolution, and those after. The revolution had access to higher education, and they had become more individualistic and more materialistic.



Tradition still holds sway at St Hilda's

The abbess who gave her name to St Hilda's College, Oxford, presided over a mixed monastery in Whitby, Yorkshire, during the middle of the seventh century (she died in 800). It is ironic that St Hilda remains one of four single-sex colleges in the university.

There are of course strong arguments on both sides and the question of "going mixed" has been keenly debated every few years during the last decade within the governing body the senior common room; it has found itself almost evenly divided. Under the 1923 Oxford and Cambridge Act a two-thirds majority is needed to change a college's statutes.

Those dons in favour of going mixed, particularly at the fellowship level, like St Hugh's, argue that the college is losing out both financially and academically.

The college has recently lost two lectureships, in organic chemistry and in English literature, almost entirely funded by the university through attached to the college because of its policy to restrict fellowships to women. The posts are advertised by the university and filled on merit; if men are appointed they cannot be attached to St Hilda's. The loss is estimated at some £100,000.

At the undergraduate level applications have also fallen by a third, and though standards have not suffered, certain subjects, in particular maths, have suffered more noticeably. Many dons are now pressing hard for the fellowships to go mixed, to represent the image of the college founded as an offshoot of Cheltenham college in 1853.

Many dons would also like the college to go mixed at the undergraduate level. But interestingly the Junior Common Room, which came to a vote on the matter in 1974, was 100 per cent against it. In 1975, now has mixed views.

Some students, seeing the logic of a feminist standpoint, are of course in favour of going mixed. This means that the characteristics of one generation of today will be passed on to the whole population of the future. She said that the youth had had very different aspirations, those before the revolution, and those after. The revolution had access to higher education, and they had become more individualistic and more materialistic.

The only way of life of transition into the way of life of the future was through the education of the young people. The college was a place where the young people could be educated in a way that would prepare them for the future. The college was a place where the young people could be educated in a way that would prepare them for the future.

Paul Flather looks at the effect of co-residential colleges on the academic and social atmosphere at Oxford and Cambridge

The mixed marriage that was born of meritocracy

Oxford and Cambridge have been coeducational universities for more than 100 years. But only in the past decade have the universities become co-residential. The result has been a huge increase in the number of women going up to the universities, well above the 20 per cent level demanded by the Franks Report in 1966.

There are now as many places open to women as men at Oxford, and the proportion of women undergraduates at the university is almost exactly the national average in universities, 37 per cent. At Cambridge the figure is about 25 per cent; 10 years ago it was just under 12 per cent.

When it came, the mixed college led to very few of the "problems" social and academic, that had been predicted. The rowing colleges did not suddenly lose muscle power, as St Catherine's, Cambridge, which went mixed last year, might testify. Most undergraduates agreed that the "problem" of the breakfast confrontation over the "night before" by looking beyond the four walls of the college quad or courtyard, or more obviously not turning up for breakfast.

Mixed colleges may have become more "insular" because social life could now be self-contained, but never completely so; and students were not so much distracted from work but encouraged to do more, by the example, in particular of harder working women students.

Almost without exception the mystic of "mixed life" have not materialised; or if so have proved harmless. Some colleges went at it with a flourish (Queens', Cambridge regrettably held a strip-tease last June in spite of strong protest to mark the centenary of admitting only men) but most have accepted the advantages of going "mixed". It was not so much as an altruistic gesture to help the cause of women, though this was obviously an important factor, but more a desire to raise academic standards by going after the best candidates, irrespective of sex.

Now the spotlight has been thrown on those undergraduate colleges which have chosen to remain single-sex. There are four colleges at Oxford, three women's and one

men's and seven at Cambridge, five men's and two women's.

Broadly there seem to be two strands of argument, often overlapping and often put forward in the same senior common room, in favour of remaining single-sex: a traditional strand arguing the status quo, for example Oriel at Oxford, and Peterhouse at Cambridge; and a progressive strand, arguing for greater choice for students, and for preserving more places for women, like New Hall at Cambridge, St John's at Cambridge, and St Hilda's at Somerville at Oxford, would combine elements of both strands.

For men's colleges the questions are how long to hold out, is there a distinctly male-orientated candidate, the beer-drinking prop forward, will applications hold up. For women's colleges the questions are more critical: what to do about falling applications; what to do about the lack of sufficient women fellows in certain fields, particularly science; can one hold out.

The single-sex women's colleges are clearly suffering the most. As the students' alternative prospectus at Oxford puts it, "Co-residential at Oxford can best be described as popular." Fewer and fewer women want to go to single sex colleges. But the arguments are not

straight forward. Both Newnham, Cambridge and Somerville, Oxford, feel they have a responsibility in some way to remain women's colleges, as they were set up. Both have debated the matter in recent years and decided to remain as they are. They point particularly to the lack of women fellows appointed by former men's colleges which are now mixed, an area they feel a new role has to be played.

Trinity, Cambridge, has one female fellow and one female lecturer out of 120. King's has four out of 80. They point to the appointment of a male head of Lady Margaret Hall, Oxford, and ask when will there be a Mistress of Balliol. Not enough attention has been paid to the career structure of women, the problems of marriage, mobility and children.

Interestingly also, a controversial conclusion from a research project carried out by a Cambridge student last year was that women at mixed colleges suffered significantly more stress than those in single sex colleges. The finding though is disputed and a more usual undergraduate view, in this case from a student from Newnham, was that her life would have been no different if Newnham had been mixed.



'The pick of the men' for New Hall's new element

New Hall was founded in 1954—it celebrated its silver jubilee with an open day in July—with the explicit aim of increasing the number of places for women at Cambridge. The college has remained true to its Charter and never entertained real doubts about "going mixed".

The college planted its standard in a six-acre site on Huntingdon Road at a time when the sex ratio at Cambridge was 12:1 against women and when there were only two other women's colleges, Girton and Newnham.

New Hall began with just 16 founder-undergraduates, one tutor/head Miss (later Dame) Rosemary Murray who went on to become Cambridge's first woman vice-chancellor, and one lecturer, Miss Hops Hammond.

Although New Hall was "accepted" into university within its first year or two, it did not formally become a college until 1972, when the necessary building requirements were complete.

But while the college has no intention of going "mixed", it has nevertheless felt the heat from other colleges in Cambridge doing so. The most significant effect has been a drop of about 20 per cent in applications over the last two years (the exact figures remain confidential).

Dr Kata Pretty, the college admissions tutor, who went to New Hall herself, said the drop in applications had little or no effect on the standards of the college intake, in part because of the university's system of pooling candidates so that potentially bright students rejected by one college can be taken on by another college.

There is a clear bias among new undergraduates against single-sex colleges, but as Dr Pretty points out there are several strong arguments in favour of not going "mixed". There has never been conclusive evidence that men and women should live out of each other's pockets, she said. Women at New Hall are less isolated than women at mixed colleges, they can come back and relax in a friendly atmosphere. As one undergraduate quoted in the alternative prospectus put it: "Although social life tends to be outside college, New Hall, is definitely home."

By all accounts the college has a lively caring atmosphere, giving the unique impression that it is run "for the students", to quote the alternative prospectus again. There are other advantages. The 280 undergraduates are more similar, and according to Dr Pretty, "have the pick of the men in the university, as opposed to just a college."

How the Franks figures were surpassed

In 1920 when women were first admitted to matriculation at Oxford less than a month after the first women graduates at the university were women. More than 40 years later the figure had actually declined to about 16 per cent. It was against this backdrop that the Franks Report recommended in 1966 that the proportion of women should be increased to 20 per cent rather than over 20 per cent by the 1980s.

That at least is one forecast that has been easily surpassed. This year 983 women will go up to Oxford out of 2,814 undergraduates (34 per cent), a figure not far below the national average of 37 per cent of women at other British universities.

The dramatic increase in the proportion of women at Oxford is at most entirely due to the headlong rush of colleges to "go mixed" last October. Oxford approached the question of co-residence systematically, as one would expect, at the start of the last decade and after much agonising, decided that in 1972 it would "go mixed" for an experimental period of five years, the so-called Jesus plan.

This, it was argued, would protect the interests of the few women's colleges who were worried about possible repercussions on their admissions, and give colleges a chance to see if they could take stock. At first the five colleges—Brasenose, Wadham, Jesus, St Catherine's and Hertford—operated a quota of about 20 per cent for women. This was dropped

when it was found to fall foul of the Sex Discrimination Act introduced in 1976.

The arguments and doubts of the time (it was 600 years before Oxford accepted its first women's colleges in 1879; Somerville and Lady Margaret Hall) are well illustrated by the form of the debate in the Balliol senior common room. With a reputation as a liberal college Balliol naturally had a strong lobby in favour of going mixed. But though it changed its statutes to admit women, it voted to hold back until it had appointed its first woman fellow.

This was particularly ironic as Balliol had helped to remove the first barriers against co-residence last October 1967 when it agreed to share its graduate centre at Holywell Manor with graduates from St Anne's.

But when after five years a majority of dons and male and female undergraduates declared the Jesus plan "a success," Balliol joined its other men's colleges in what was described as a "stampede" to go mixed. They were joined by two of the five women's colleges, St Anne's and Lady Margaret Hall. This year Christchurch and Merton will also admit women, leaving only four single-sex colleges at Oxford—Oriel, the last men-only bastion, and St Hilda's, St Hugh's, and Somerville admitting only women.

Between 1978 and 1979 the number of applicants to St Hugh's fell by 26 per cent, St Hilda's by 37

Cheer up, old chap. Just think of the Norggront Table.

Delegates meet King Juan Carlos

Delegates at the United Nations University seminar met with King Juan Carlos of Spain at Zarzuela Palace to persuade him to contribute to the university fund.

Spain is one of the remaining European countries which has not yet pledged any contribution to the University's endowment fund. Britain and Germany made theirs last year. Discussions were held between the former rector, Dr James Hester, and the Secretaries of State and Foreign Affairs for Spain earlier this year, but it is thought unlikely that any contribution could be included in the 1982 budget.

Originally United Nations member countries accepted the concept of an endowment fund to which every nation would contribute. This would ensure that no economic or political control of the UNU could be exerted by any one block of states.

So far some 82 countries have pledged contributions amounting to some US \$189 million of which Japan has provided the major share. Third World countries have shown relatively greater willingness to support the university than any of the major industrial nations.

Nuclear holocaust threat

Leading scholars from 16 countries met at an international conference at the University of Madrid last week to discuss ways of averting the nuclear threat which has arisen out of the North-South split.

The 22 economists, sociologists, philosophers and scientists were linked by a common anxiety, that of a world approaching an irreversible crisis, and the urgent need to devise new approaches.

They were meeting under the umbrella of the United Nations University's Human and Social Development Programme, whose project on social and cultural development alternatives in a changing world, discussed the role that economy and society play.

The timing and the location of the seminar could not have been better, Dr Anwar Abdel-Malek, the project coordinator, pointed out at the opening.

The meeting comes only a few days after the inauguration of the UNU's third development decade, with its aims of exploring the role of economy and society, and it coincides with the important second meeting of European Security in Madrid, he said.

He added that the meeting could also be seen in the context of the

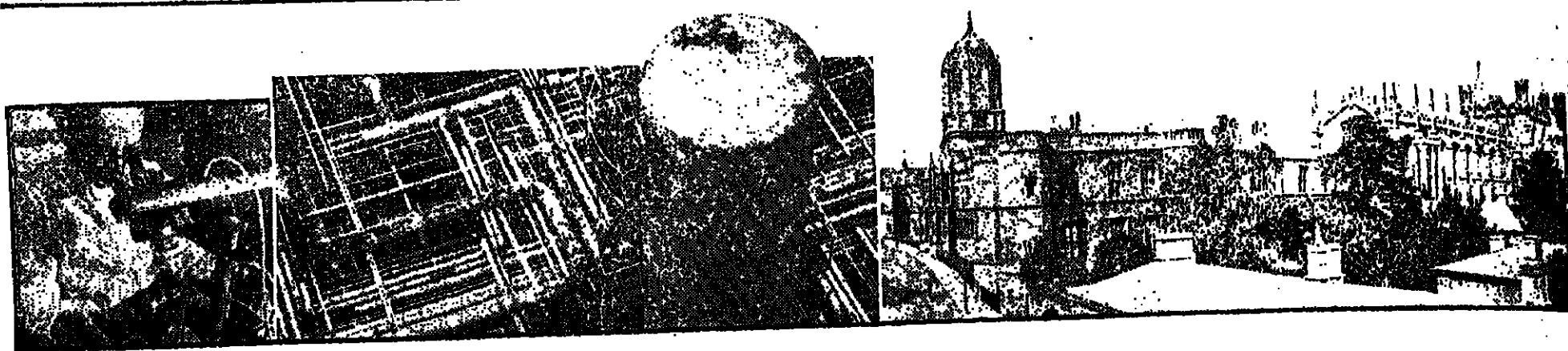
Brandt Commission report. This has called for a massive transfer of resources from rich to poor countries to be discussed at a summit in 1981 and has put a reasoned argument for new approaches to the challenges facing all sectors of the world.

It has also been followed in July by the conclusions of the three-year US presidential report, "The Global 2000 Report," which indicates that time was running out for international action to prevent the world from becoming a starving, overcrowded polluted, resource-poor planet. It concludes that if present trends continue, our world would become increasingly vulnerable to disruption.

The latest report in August by the World Bank predicted five years of sluggish growth until 1985 and hinted that it was time for non-affluent societies not to aim at duplicating the Western pattern of growth.

The challenge we face was also highlighted by Mr K. Soedjatmoko, the new rector of the UNU, in his presentation of the fifth annual report of the university to UNESCO. He implied a change of emphasis in the university's work during the next five years which would be dedicated towards finding global solutions to urgent problems.

JOHN COLE



Time for an Industrial Research Council

Colin Gallagher argues that there should be a national body to look after the university-based research needs of industry

How strong is the relationship between government sponsored science, and the current problems of our manufacturing industry? In particular how does basic scientific research in Britain relate to the help (or hindrance) our general manufacturing industry? The assumption has always been made that there is a strong inter-relationship between science and the process of industrial production which in practice is not valid.

It is important at this point to distinguish between the practice of research which is carried out on the fundamental problems of science, in places like universities, and the practice of development work and design work, which is carried out principally in manufacturing industry. A number of recent careful and detailed studies have confirmed the unorthodox theory that new science tends to develop from previous science, and new technology from previous technology, and that the cross-linking which takes place is of only marginal importance. Of course the extent of cross-linking will depend to some degree upon the industry type, so in the engineering industry it is small, while in pharmaceuticals it is much more important.

Thus in a study of publications, Price concluded that science builds mostly on earlier science, and technology mostly on earlier technology, and that direct inter-connections between the two were quite rare, and Lagrish in his important study of innovation in British firms came to a similar conclusion. "We have paid particular attention to the relation of basic science to innovation. In our minds, our failure to find more than a small number of direct connections is the more striking for the fact that we set out deliberately to look for them. Our conclusions on this point have proved unpopular in some quarters. Some academic scientists find it difficult to accept what we have named 'the gap'—the gap between the bulk of basic science bears only tenuously if at all on the operations of industry." He concludes that the relationships between science and technology are by no means simple or direct, and suggests three most important effects of science on industry are—

● Curiosity oriented science in academic institutions provides techniques of investigation.

● Science enters innovation already embodied in technological form, is it helps technology to build on technology.

● It provides to industry people trained in scientific techniques and ways of thought and this is probably its most important influence. It appears then, that there is little immediate cross-influence between a nation's scientific work and its industrial expertise.

It has been argued closely by a number of people that many of the problems of our industrial sector are of a basic cultural and one major cultural factor is our confusion of science and technology. We are the only European country which has "technology" subjects, and in particular engineering, and is culturally inferior to the other European countries, attempts to group together natural scientists and engineers. For example, in Sweden there is no such animal as a "technologist" or "engineer" or "scientist". Scientists are "scientists" and engineers are "engineers". And it is difficult to see how it could be otherwise. Scientists in Sweden just do not hold significant jobs in industry (for example, one survey found only 10 per cent of R & D jobs held by natural scientists, while 75 per cent were engineers).

This false grouping of engineers

with scientists was also criticized by Sir John Baker in his address to the British Association for the Advancement of Science, The Haber is commonplace in Britain, but not so in other Western European countries. Yet the two activities, engineering and science, have little in common except the use of all available knowledge, the scientific method, and a secondary syllabus. As a reflection of this confusion in our society on this matter, until as late as 1969, the key Government body concerned with science funding, the Science Research Council had a single committee, its University Science and Technology Board, to cover both basic science and industrially oriented applied engineering research. It was only then that separate Boards were created for science, and engineering.

A considerable amount of research and development work is funded in Britain, both in industry and in academic institutions, by such diverse organizations as the Department of Industry, the Requirements Board, the Ministry of Defence, private and state industry and independent trusts such as Nuffield, Leverhulme, and Rowntree. For universities and polytechnics the most important source of research funds is the state, and these funds are distributed on the recommendations of a special government advisory board called the Advisory Board for Research Councils (ABRC). Such research receives what is usually called "dual support" financially, because the institution provides the background facilities and academics time, and the ABRC, through its research councils, the funding for specific projects.

The Advisory Board for Research Councils' major purpose is to advise the Secretary of State on civil science matters, with particular reference to the allocation of the funds to industry, which is the fund provided by central government for the support of that part of the nation's research work controlled by the research councils. The research policy promoted by the ABRC is of exceptional importance because of its influence on the type of work which is carried out in the universities, and therefore on the attitudes of their teachers and through them, students.

The seven recipient bodies controlled by the ABRC are shown in Table One, with their 1978-79 financial allocations. Of the total £229m (95 per cent) was devoted to direct research rather than university postgraduate support, another of the ABRC's important obligations. This can be compared with the £1,735m spent by the government on all forms of research and development. As a means of comparison with this total, the ABRC research budget was £229m (18 per cent), defence was £876m (50 per cent), and industry and employment £274m (10 per cent).

The major recipient of ABRC funds is the Science Research Council, taking 55 per cent. Of the research councils, it is this one which is of particular importance from the point of view of industry, because it is through it that the majority of industry research money is channelled. The distribution of expenditure of the Science Research Council (SRC) for 1978-79 is shown in Table Two.

One strong view which comes across from recent ABRC and SRC reports, is that much research expenditure is now for the benefit of industry, and that there has

been a significant swing during the past few years towards industry-oriented research. Since 1974 there has been a policy of redeployment of funds from "big" science (high energy physics, astronomy, space and radio research), towards smaller-scale work. Thus the two UK accelerators have been closed, and the Skylark rocket programme abandoned. There has certainly been a significant move in this direction and this must be recognized. To quote the SRC, "the only major field in which it has been possible to provide for the present they are spent in a way which will help us out of our present social and economic difficulties".

It also argues that because the councils have been unable to provide adequate support for university-based research, many good research posts, and that as a result good young scientists have not been attracted into research, and an important part of a whole generation lost to science. But surely this loss by one sector of our society is perhaps to the benefit of others. It could equally be argued that these bright young scientists are desperately needed in our manufacturing industries, and that if it is where they have gone, then the policy is succeeding.

A case is put forward in the report that further redeployment away from big science will have eventual adverse repercussions in that British industry will lose the chance of gaining experience with new technologies. This surely would be a very expensive way to generate experience for a minute sector of British industry.

Membership of the advisory board is made up of eminent scientists, most of whom have academic or governmental posts, and it is significant that there is only one clear industrial representative, although some of the board's justification of its funds is based on the benefits it confers to industry. Perhaps there is a case for increasing the number

of board members who have had significant industrial experience. If as a society we consider it important to support fundamental scientific research (and I personally think it is essential that we do) then we should not delude ourselves that it is of major short-term benefit to our industry. It can be applied to two counts: first, and based on a desire to understand the world around us. Second, and of importance from the point of view of science, but of more importance to industry, it can supply for industry the scientific method and the techniques of science.

There is an essential role for basic science in British society, but it should neither be confused with, nor principally justified in terms of the needs of the industrial sector of the economy. The justification of its support of basic science is well expressed by the ABRC itself, that the exploration of man's natural and social environment and of mankind itself is an essential part of intellectual and cultural activity, and that "scientific research as a cultural activity is undertaken for its own sake, and is not primarily for the same good reasons as artistic activity, and it is similarly deserving of government support if its quality is sufficiently high." It can in addition have a spin-off for material progress and human welfare, but that should not be its justification. In the long term it must be to the benefit of basic science that we flourish on the wealth that is generated by our industry. And though it is some contraction of pure science, research has had to take place, and our industry and commerce are generating such surpluses.

It would be for the benefit of both science and technology in Britain to have the research funds for these two essential activities separated. Just as there is a Medical Research Council, and Agricultural Research Council, there should be an Industrial Research Council. Research Councils to properly look after the university-based research needs of industry. We should not fool ourselves that by supporting science we are supporting industry in any major way, as that approach is to the benefit of that industry be argued that research is sponsored from other sources, such as the Requirements Board, or industry itself. These sources exist, but they do not provide the elite focus through which universities and research establishments can concentrate their efforts on research. An Industrial Research Council would provide such a focus.

A bill has recently been placed before the American legislative system to create a National Technology Foundation to fund research from their existing National Science Foundation. It has been established in the detailed investigation in the United States carried out by the House Subcommittee on Science, Research, and Technology. The idea is to consolidate some of the important technology-related programmes now scattered throughout the Executive Branch. The purpose is to create a new foundation for creating the new technology that is that "heretofore there have been inadequate recognitions of such and potential contributions of engineers. In the federal government, engineering has been dominated by science. They have a problem in that they now must greater in that for us to take action in Britain."

TABLE ONE
Research bodies controlled by the Advisory Board for Research Councils, and their 1978-79 allocations

	£ (million)	%
Agricultural Research Council	24	10
Medical Research Council	24	10
National Environmental Research Council	30	13
Science Research Council	126	55
Social Science Research Council	11	5
Natural History Museum	4	2
Royal Society	2	1
Total	208	100

TABLE TWO
Estimated Science Research Council Expenditure 1978-79

	£ (million)	%
Engineering Research	17	7
Postgraduate	8	4
Total	25	17
Physics, Astronomy and General Science Research (Home)	84	36
Nuclear Astronomy in the form of foreign payments	31	13
Postgraduate	13	6
Total	128	75
Other General Expenditure	5	2
Administration	5	2
Central facilities	5	2
Other costs	2	1
Total	12	5
Total	145	100

* Total of £229m allocated according to 1977-78 ratios.

Liam Hudson reflects on the complex creature that is a university

The octopus, the telephone exchange, and the ivory tower

Twenty-six years ago, when I first became an undergraduate, fresh from the barrack square and still the graduate students "Sir", the great British universities were still sustaining themselves on Sainte-Beuve's beautiful image of the tour d'ivoire, the ivory tower. Like any successful metaphor, the notion of an ivory tower is ambiguous. It contains the idea of whiteness, symbolising purity. It reminds us of ivory itself; precious but of no very great practical use. The horn from which the tower is carved, rhinoceros or elephant, carries with it thoughts of masculine potency, even of aphrodisiacs; but also the whiteness of death, the tusk as a weapon, the creature from whom the tusk was wrested. A tower suggests a privileged vantage point; but also the idea of fortification, of battlements that separate inside from out. A little further afield, there are even joking, punning associations, too: for example, with the Tower of Babel.

As a metaphor, the ivory tower has a great deal to recommend it. It enabled students and teachers to see their dealings with one another as though they were part of a poem. All that has collapsed though. Apart from one or two admirable institutes for advanced study like the one in Princeton, there are no ivory towers left. Somewhere in the late 1950s or early 1960s, we ditched the metaphor of the ivory tower and drew instead on the metaphors of technology. Universities became factories for producing the skills that the wider society needs: trained doctors, lawyers, technologists, physicists, and computer scientists. In a new mood of rationality, the university became an apparatus responsible to the needs of the society whose doors it opened.

Looking back, it is easy to dismiss all such notions of rationality and responsiveness as humbug; as a convenient fiction that justified the massive expansion of the universities then in train. The evidence for such scepticism is all around us, and is overwhelmingly strong. What happens when the supply of students in an area of national priority dries up, as it did spectacularly in the late 1960s and early 1970s, in the fields of physical science and engineering? Huge numbers of distinguished physicists, chemists and engineers, stood their ground in half empty laboratories, and coaxed by every means in their power to make the half empty seem full. Or, alternatively, they discovered a new responsibility, of distinguishing between the underdeveloped areas and filled their space with students from the Middle East, who answer in kind with grateful, if Arabic.

What happens instead when a market is glutted? When, for example, there are more social scientists flowing out of the universities than there are jobs for social scientists to fill? Do we cut back each department, producing not thirty a year, say, but fifteen, or ten, or five? Not a bit of it. We keep numbers up, because, that way departmental growth lies: the new lecturerships that give the old place life. And we conceive of social sciences as more generally educative, as the Classics were once assumed to be. If I were to tell my niece-in-law that, in the national interest, she should study chemistry, she would probably say, "or, for whatever reason, my department ought to shrink, but we will send me off to the university."

What happens when a government body decides that something must change, that medical students must be trained as people, with some competence in psychology, sociology, and perhaps a little of the human sciences? In the federal government, engineering has been dominated by science. They have a problem in that they now must greater in that for us to take action in Britain."

The author is head of the department of Industrial Management at Newcastle University.

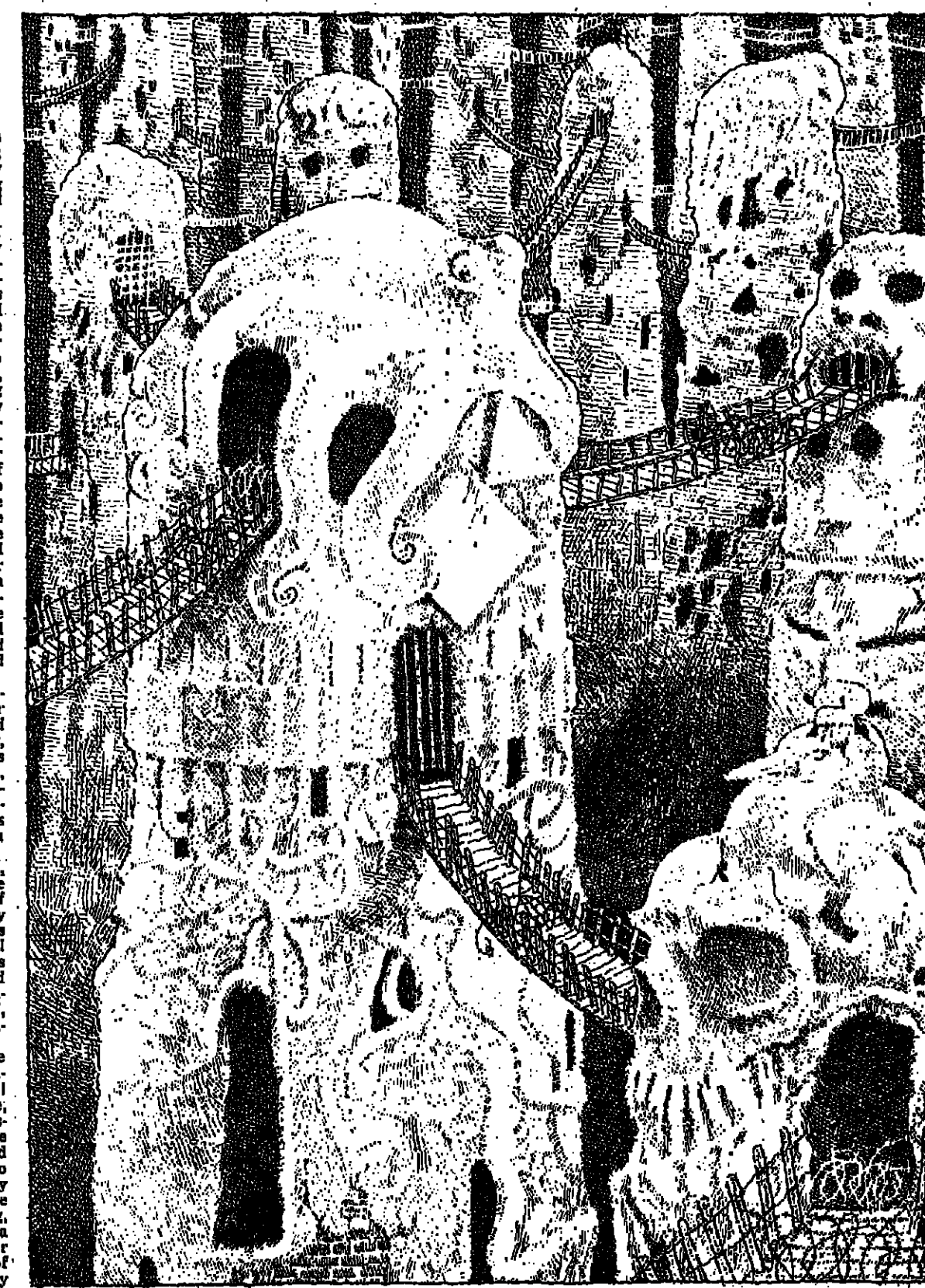
that there should be space in the medical students' curriculum for a behavioural science component; and then into the reality of already over-loaded medical students being given lectures about the instinctual behaviour of the herring gull. The truth is unmistakable. I think: universities are neither ivory towers nor factories for the production of socially pertinent skills—they are institutions. In many ways they most closely resemble the civil service. They give tenure for life to young men and women in their early twenties; they enable us to serve indefinitely on committees, all of which have valuable sounding functions; and they even allow students to enter into trade union-like negotiations with their examiners about the ways in which their work is judged. This issue of appeals procedures is typical of so much else about us. We create them in the first place because they seem fair but what we create in practice are new dramaturgical possibilities, new roles: a role for the unhappy student as litigator; a role for the advocate in best courtroom drama style for the representative from the student's union; and all manner of roles for lecturers and professors who have grown bored with their own scholarship.

First, we work to set the machinery like the one in Princeton, months trying to make it work and then, immeasurably more difficult, finding that it generates endless mischief in the guise of justice, we try to take it to bits again—immeasurably more difficult because the sensible change removes roles from those hungry to go on playing them.

All this is enfeebling, of course, to those who still believe in the university's declared objectives of teaching and research. They enjoy the deep and genuine consolations of personal affection and personal loyalty. But, like liner passengers in some uneasy dream, they find themselves trapped within institutions that are primarily dedicated, as all institutions are, to the regulation of their own affairs. A conventional response to the phenomenon of the university-as-institution is to muse on its social function and to see it, for instance, as a social mechanism for disguising unemployment or as a device for making slaves of the idle, and to certify its young who it can no longer bring itself to live by inherited privilege alone. More searchingly, it is worth noticing, too, that universities establish a sense of downward mobility or exclusion in the way that majority of those who pass through them. They afford a glimpse from the ivory tower, and then banish us from the centre towards the periphery, where thoughts of poetry and prestige are less to be seen. In the process, they set in being the kind of forces, cosmopolitan centres poised against the periphery, on which, perhaps, the creative life of any society depends. They may also do grave harm, both to sections of society and to individuals.

More cynically, we could settle for universities as training grounds for life in other institutions: the civil service, the health service, the law, in age first, politics. But let us not be so defeatist. Instead, I have a practical suggestion to make: that we treat the universities as natural experiments in institutional life; institutional both in the way they run themselves and in the way they manage the bodies of knowledge they transmit. They give us the chance to think about thought in ways that have direct practical significance; an option that professional philosophers and psychologists have so far failed to exercise.

It seems to me that the interior life of a university poses three deep conceptual problems—three respects in which the apparently straightforward proves, on inspection, to be murky. The first concerns the category around which all teaching and routine administration in a conventional university



is organized: that of the subject or discipline.

What on earth is a discipline? Our instinct is to point to examples: chemistry, history, psychology. Pressed a little harder, we edge towards the idea of an undergraduate curriculum, a textbook. Chemistry is what chemistry students are taught at university. It is what a chemistry textbook contains. But this is a little like defining intelligence in terms of what intelligence tests test, it has an unpleasant air of circularity about it. When we talk of chemistry, we gesture, I think, towards an intellectual structure or framework that lies behind all curriculum or textbook, and in terms of which such products can be judged. But as far as I know, no such explicit and articulated framework does underlie chemistry. Rather, it is an assemblage of topics that chemists themselves perceive intuitively as cognate. Certainly, there is no such framework in my own subject, psychology. Yet its absence in no way prevents us from identifying ourselves as psychologists or from claiming, with heat and emphasis, that certain topics are central to our discipline and others not.

Is a discipline, then, a species of historical trace? A record of journeys into the unknown that previous generations of pioneers have made? No, I do not think it can be. If it is, it is one that we use in a strangely unhistorical fashion. In psychology, notions of discipline are more like vague sketch maps; not of where a castle is, but of how a castle might, in principle be built. What is more, all are persuasive. They are attempts to establish the plan for one sort of castle at the expense of others; to say "this is the way it must be". Thus, when an undergraduate at Oxford, I was taught by brilliant and frightening men that the foundation of psychology lay not in the study of the human brain or human imagination, but in the study of human beings at all, but in the study of the octopus. Specifically, I was persuaded that what mattered most in psychology, "real" psychology, was the question of whether an octopus could tell a triangle from a square.

But "plans", "castles"? Is the architectural language really apt? Are we in a position to concede that psychology is an edifice that can be built by laying out the ground and erecting thick, knowledge-beside-another? My suspicion is that we need a different model altogether; one in which psychology is conceived not as an edifice but as a space—bounded, or partially bounded, but with a heart in centre that is to all intents and purposes a void.

What defines the space, positive-ly, is a concern with what goes on inside the human head; what defines the space more negatively is the absence, all around it, of other disciplines, each of which threatens to pre-empt the ground on which the psychologist wishes to stand: human physiology, animal

behaviour, anthropology, sociology, history, psychiatry, philosophy, machine intelligence, cybernetics, and so on. In practice, then, psychology is a discipline defined in a series of border wars, in which the home team fight off the depredations of the sociologists here, the biologists there—a skirmishing that creates boundaries, which, in their turn, must be patrolled.

This view of a discipline clearly has implications. The first is that the real excitement lies at the boundary, not in the heartland, around the edge of the space, not in the middle. The second is that such a discipline will tend to be polyglot: those facing one particular part of the boundary having much more in common, intellectually, with outsiders who work just on the far side of it than they do with other insiders whose energies are addressed elsewhere. Further, the space is one that invites affirmative ritual, that creates an appetite for the rehearsal of orthodox practices and orthodox beliefs. This finds its most obvious expressions in the undergraduate curriculum and the standard journal articles, neither of which expresses participants in the risks of significant discovery and both of which demand movements of the mind that are, in essence, courtly.

From this first conceptual awkwardness, the apparently indeterminate or arbitrary nature of our assumptions about disciplines. How

Continued on page 12

John Coates

BOOKS

Cinderella of the energy industries

The Evolution of the Gas Industry
by M. W. H. Peables
Hancornhill, £12.00
ISBN 0 333 27971 9

Energy is a fashionable subject among historians. Recent years have seen the appearance of a great many books and articles dealing with aspects of the development of the energy industries both in Britain and overseas. In Britain major "official" studies of electricity, coal and atomic energy are underway, while a list of other scholarly works appearing recently on these and related subjects would be a lengthy one. Gas, however, is something of a Cinderella subject. There exists no satisfactory account of the history of the industry in Britain, although several studies are in progress, and still less is much available in English on the growth of the industry abroad.

The neglect of gas has left a major gap not only for those interested in the history of the energy industries, but for those concerned with industrial and technological development generally. There are many reasons for studying the evolution of gas. Gas, established first in Britain at the opening of the nineteenth century, was the earliest important manufacturing industry to be based on joint-stock organization, and it was one of the first industries to have a significant role in modern science.

Gas was at first used almost exclusively for lighting, and marked a major improvement over existing illuminants. During the second half of the nineteenth century technical developments cheapened the cost of gas and improved the product, and this stimulated new outlets for gas in heating, cooking, and in power generation, especially when competition from electricity started to cut into traditional markets. A significant by-product of the industry, based on coal-gas distillation, commenced after 1850 and in the present century this became the basis of the early plastics industry.

British enterprise and capital were in the fore in establishing gas plants abroad. The industry, however, raised questions of government regulation and municipalization emerged. In the present century competition from electricity and oil has further pushed the uses for gas into new channels, while nationalization and the development of oil and natural gas have revolutionized the structure and technology of the industry.

Even such a brief and incomplete sketch shows the evolution of gas enterprise to be an important and wide-ranging subject, touching upon economic and social history, science and technology, and public policy. A book which promises to survey the subject, not only in Britain, but in the United States, the Netherlands, Japan, and Russia, is surely to be welcomed.

The welcome, unfortunately, can barely be extended beyond the book's opening page. Three major criticisms must be levelled. First, despite the author's claim that "this book, as the title implies, endeavours to trace and recount the evolution of the gas industry from its birth in the early nineteenth century through to the latest date for which statistical and other factual data are currently available", the book is certainly not about the evolution of the industry.

Nearly all the text is taken up with the growth of natural gas. Hence it deals almost exclusively with very recent periods (mostly since 1950) and omits nearly all the major developments which took place during the era of coal-gas. This is demonstrated clearly by the tables in the book. Table 19 covers only the period after 1960, a further eight refer to years after 1945, while only one, on Russia, extends back further, to 1928.

Oddly, the choice of photographs and illustrations does not reflect the same bias. Excluding the chapter on liquefied natural gas (necessarily modern), no fewer than 19 refer to the years up to about 1900, and only 18 to the years 1900-1940. Thus a casual glance at title, blurb, and illustrations will give a totally inaccurate impression of what the book is actually about. It may not be alone in displaying the tendency of some publishers to give books attractive general, but highly misleading, titles.

The second criticism concerns the superficiality and inaccuracy of those snippets of history the book

does include. Based apparently on just a few English-language sources, and with no source references, the historical sections of the book are, frankly, unscholarly and unreliable. One passage about the British gas industry will make the point. The author writes (page 31): "Murdoch is reported to have illuminated his house with gas in 1792, and five years later to have installed a gas light outside the door of the Manchester Police Commissioners. This was followed by illuminating the exterior of the Boulton & Watt factory in Birmingham, England, in 1802 and a large cotton mill in Salford, Lancashire, in 1805. Records indicate that the latter cost £600 a year compared with £2,000 a year for candles."

Familiarity with the literature would have told the author that Murdoch probably conducted only the most rudimentary experiments around 1792, and he certainly did not install a light for the Manchester Police Commissioners in 1797 or at any other time (there may here be a confusion with Samuel Clegg, who probably lit such a lamp by gas in 1806). Far from illuminating the exterior of their factory, Boulton & Watt seem to have lit just two small gas flares as part of the illuminations to celebrate the Peace of Amiens on one occasion in March 1802; by the end of 1805 they had a single lamp lit by gas at Phillips & Lee's factory (the first lighting was not until the year following, and completed only in 1807); while it was estimated at the end of 1807 that

the light equivalent to the 500 gas-burners then in operation would have cost about £2,000. This mixture of inaccuracies and half-truths could be illustrated from other historical passages.

The third criticism is that, outside these historical sections, much of the re-narrating text is excessively factual. It recounts, with frequent and confusing changes of measure, the growth of consumption and production of natural gas in the various countries, and discusses in some detail the exploitation of the in-ventive Groningen field after 1959. But the author fails to place the modern gas industry in its economic, social, or even technological setting. By-products, labour conditions, debates over nationalization and municipalization, pricing policy, production, investment policies, marketing, and management are only a few of the topics which get scarcely any mention or no mention at all.

In sum, the most that can be said is that this book may appeal to readers who want a largely superficial résumé of the growth of a real gas in the past two decades which will not meet the needs of those who wish to study the history of the gas industry, either generally, or in its particular countries singled out by Mr Peables.

M. E. FALKUS

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Catastrophe theory

Introduction to Catastrophe Theory
by P. T. Saunders
Cambridge University Press, £9.50 and £3.25
ISBN 0 521 23042 X and 29782 6

Catastrophe theory has now been around for over a decade, and the past five years have seen significant progress. It has not been without controversy. The most visible and vocal critic alluded, in *The Sciences*, to "one chance in a billion" of applications to physics, and in *Nature* worried that its "spectacular failures" might lead to a general disillusionment with the whole of modern mathematics. Possibly he felt that *Newscientist's* exaggerated and inaccurate report on the most important development in mathematics since "relativity", as that journal fondly imagined, was best not by equally exaggerated and inaccurate counter-claims; to put matters in perspective, a recent survey of catastrophe theory as applied to optics alone runs to some hundred printed pages.

One cause of the controversy, of course, was the early absence of accessible expositions other than technical mathematics for popular audiences. Now we are offered a text book, at undergraduate level, aimed at science students in general, with slight emphasis on biology. Its extent is modest, so benefits its aims, and it is an extremely welcome addition to the literature.

The reader will not find, within these pages, any exhaustive survey of the accomplishments of the theory, by any presentation in depth of the case for or against. It is an "introduction", content with brief sketches of certain main lines. However, critical analysis is not absent. The author takes the view that the best way to decide whether catastrophe theory is applicable to a given problem is to learn enough about it to try using it, and see what happens. As illustrations he includes optical caustics, non-linear dynamics (and elasticity), and thermodynamics (and representative of a broad area with a very extensive technical literature), sociology (more tentatively), and a major source of controversy, though somewhat over-simplified by critics since it is by the author's own admission, a psychology (and biology). No psychological claims are made, the method is presented and its merits and demerits briefly discussed.

The mathematics behind catastrophe theory is deep and difficult. However, the labour of mathematical expositors over the past decade have extracted much of the juice in assimilable form, and the author has profited by their endeavours—indeed, added some of his own. In a remarkably short space he conveys the spirit, and some of the technical details, of the main mathematical ideas behind "elementary" catastrophe theory—the theory of singularities of real-valued functions—and the nature of the results.

There are a few blemishes: notably, the change of variables on page 110 is not, as stated, a diffeomorphism (it cannot be), and at first sight seems some doubt on the application (to a predator-prey system) in which it appears. However, and it is likely partly because of the use made of it, catastrophe theory is a powerful tool in many ways; in physics, for example, and in the explanation of the link versus explanation of link, with being a descriptive theory that explains nothing. One particular application, there is a reason to assume it is a mathematical tool may be used in many ways; in physics, for example, and in the explanation of the link versus explanation of link, with being a descriptive theory that explains nothing.

One of the most expressive of Victorian anecdotal pictures is a canvas by Holman Hunt entitled *The Awakening Conscience*. Peter Humphrey has suggested. Perhaps the most convincing expression of the same theme is conveyed, in oral terms, by Henry Mayhew. In these two complementary studies, one being the actual survey carried out by the contemporary investigator, the other a twentieth-century analysis of the aims and methods of London's labouring "underground" poor, the latter reinforces the validity of the former. Both give us a penetrating insight into the quality of Victorian London, as seen from the bottom.

Mayhew, according to Professor Humphrey, had the dubious advantage of having a mean and oppressive father. This appears to have been in him the paradoxical response to a craving for recognition and acceptance by the respectable. It was his and his father's exploitation and authority which, in the latter's initial "scientific objectivity" (in this term), to a sympathetic appreciation with the labouring poor. By the 1840s, however, the sub-merged masses were not, as Mayhew would have it, new recruits to the ruling, so-called capitalist, poverty, crime and disease. *The Morning Chronicle* focused on the issues, as concerns the "proletariat" class for the stability of the social order was brought to a head by the horrors of Chartism and the post-1848 depression.

W. J. FISHMAN

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BOOKS

New world history

Pole to the American Post
by J. R. Pole
Oxford University Press, £11.25
ISBN 0 19 502579 2

Before 1945 British academic interest in the United States was directed towards the politics rather than the history of a nation whose past was thought to be too new to be worthy of study. The path of inquiry, largely marked by Bryce and Brogan, barely perceptibly broadened to permit the passage of a few British imperial historians who would, in any event, decline to proceed further than the establishment of independence. America remained a land fit for travellers, not scholars. Only after the end of the war did the United States seem to some, though certainly not to all British historians, worth studying, both on its own account and also, through participation in American universities' graduate programmes, as a valuable means of training in methods of research. Private benevolence and public policy provided opportunities, and though it might be said that many were chosen but few felt called to undertake a complete doctoral training in the United States, still, by the late 1950s, British academic awareness of American history and historians had developed out of recognition.

J. R. Pole, now Rhodes Professor of American History at Oxford, was one of the first students to enjoy this experience in full, and his part

in this significant and novel extension of British historical interest offers special cause for an assessment of this collection of essays, the product of over 20 years spent not simply in watching, but in probing and defining America and the American past.

Written for a variety of audiences and occasions, these essays demonstrate that Professor Pole, though initially a specialist in the colonial period, has not allowed this interest to exclude consideration of the national period. His subjects, therefore, extend over a considerable stretch of time and a number of themes, and must, inevitably, make differing appeals to readers of different academic concerns. Papers have not been revised in the light of later contributions, so that one feels that the essay on "Abraham Lincoln and the Working Classes of Britain", dating from 1959, requires more than the one cursory footnote it receives by way of acknowledgement of subsequent studies relating to the topic.

Somewhat differently, the 1962 article on "Historians and the Problem of Early American Democracy" does not, revisited, exert its earlier impact; this may be merely a token of success and absorption in a wide range of works that, consciously or otherwise, have employed arguments that once seemed original. It should not be concluded, however, that the earlier essay, the less its value, since the 1955 article on "Representation in Virginia and the Revolution to Reform" reads as freshly and persuasively as any paper in the volume.

However, the fact of origin does not bear upon the worth of scholarship; Professor Pole would wish to be judged, quite simply, as an

American historian, and this collection is of quite sufficient bulk and scope to permit a verdict to be handed down. Granted that the particular style of some essays, originally given as lectures, and a number of occasions where spelling becomes indecisively Anglo-American, betray a British background, it is still clear beyond doubt that the author's access to the American past is both broad and deep, at its best not inferior to contributions by some of the leading scholars in an evaluation of whose work a number of historiographical essays are addressed.

Professor Pole's particular strength resides in an ability to relate ideas to institutions; an assessment of revolutionary change as reflected in the growth of representative bodies; the part played by slavery in the management of both black and white Americans; the links between the concept of property, the evolution of American law, and the requirements of a capitalist economy. His considerations of such matters display a power to analyse the largest of terms without falling into harmful simplification or dogmatic assertion. If some of the essays in this collection might seem to be marked by piety or the particular occasion, other, and more judicious, as best Professor Pole is a very good American historian indeed. In such a crowded, competitive, and talented field of study, such prominence is not easily or quickly achieved and maintained.

Peter Marshall

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Spokesman of the poor

Travels into the Poor Man's Country: the work of Henry Mayhew
by Anne Humphrey
Callan Books, £10.00
ISBN 0 904573 29 X

The Morning Chronicle Survey of Labour and the Poor: The Metropolitan Districts
by Henry Mayhew
Callan Books, £15.00
ISBN 0 904573 20 6

One of the most expressive of Victorian anecdotal pictures is a canvas by Holman Hunt entitled *The Awakening Conscience*. Peter Humphrey has suggested. Perhaps the most convincing expression of the same theme is conveyed, in oral terms, by Henry Mayhew. In these two complementary studies, one being the actual survey carried out by the contemporary investigator, the other a twentieth-century analysis of the aims and methods of London's labouring "underground" poor, the latter reinforces the validity of the former. Both give us a penetrating insight into the quality of Victorian London, as seen from the bottom.

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W. J. FISHMAN

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sympathetic relationship between him and the interviewee.

Second, relating to his over-concern for detail, was his passion for statistics which, along with the contemporary demand for "scientific reality" sometimes led him into grotesque distortions. (Excessive tabulation leading to unlikely conclusions was satirized by Dickens in his *Mudfog Papers*.) For instance, after trying to determine the area of London in square inches, Mayhew purports to discover that 10,686,132,230,400 cubic inches of rain fall on London annually, just to illustrate the uncertain nature of street selling. Yet, in the end, his statistics are mere footnotes to the human condition. Even they are affected by his tendency to humanize all aspects of lower-class life.

Finally the impact of empirical method was not lost on Mayhew. He more than accepted modifications to his original presumptions on working-class life and manners as a by-product of personal observation. He was forced into active social criticism as a result of it. Muted at first it came out strongly in the end, a voice of conscience and protest uttered by a man of sensitivity so appalled by the inhumanity accruing from society's rigid adherence to laissez-faire "economy" that he must assert that "a new Political Economy, one that will take some little notice of the claims of labour, doing justice as well to the workman as to the employer, stands foremost among the desiderata, or things wanted in the present age."

Thus far but no further. Mayhew neglected to follow through the logic of his conclusion. He offered no blueprint for social change. The rest of his life was a mere postscript to the radical reformer who might have been. But his surveys still stand the test of time, and he did pioneer a new approach to social observation which has rightly earned him the recognition and gratitude of later social-historians.

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The Nature of Enzymology
by R. Foster
Chilton, £19.95 and £9.95
ISBN 0 85664 434 X and 915 5

The Enzymes, third edition
by Malcolm Dixon and E. C. Webb
Lancaster, £25.00
ISBN 0 582 46217 7

The large number of books published on the subject of enzymology is a continued source of amazement. Although this phenomenon reflects both the multi-disciplinary approach necessary for the study of the properties of enzymes and the need to inform the interested reader at several levels of competence, it is possibly also a reflection of the growing interest in enzymology in biochemical research in the period 1950-1970, and therefore of the large number of individuals now competent to write such books. Thus those scientists interested in enzymology must be careful to make a discerning choice of books on the subject if their bookshelves are not to be wider than the field itself.

The first book of the trio under review here is a short monograph sponsored by a professional body—the Institute of Biology—with the purpose of providing introductory texts on particular biological topics within the context of the interests of that body. This could be a dangerous practice if it were carried to extremes, as a bias towards those properties of enzymes which are supposedly of more interest to the intended readership could lead to an unbalanced or limited coverage.

The Structure and Function of Enzymes purports to present recent advances in our knowledge of the structure and function of enzymes in a "biological context": the approach, however, being chemical. The basic principles of enzymology—enzyme structure, kinetics, co-enzymes, nomenclature, mechanism, mechanisms and control of metabolism—are adequately described in five chapters.

Although the book serves as a competent first-level introduction to enzymology, I have some reservations concerning its presentation and content. It is claimed that the approach taken in the book is chemical, but this claim is difficult to reconcile with some unrealistic diagrams—for example, Fig. 2.2, a helical structure, Fig. 3.4, represen-

tation of gel filtration; and Fig. 5.17, a detailed mechanism for glyceroldehyde 3-phosphate dehydrogenase; and with a section on co-factors which, with the exception of ATP, provides inadequate chemical structures and no mechanistic details of the reactions in which the co-factors are involved.

The section containing descriptions of enzyme mechanisms surely deserves more than three pages and although several interesting concepts are covered—for example, the charge-relay system in serine proteases, acid-base catalysis in ribonuclease and enzyme specificity—the lack of illustrative diagrams detracts severely from the usefulness of this section.

Points of minor concern are the exclusion of radiochemical methods from the section on enzyme assays, of enzyme purification, in general, and of affinity chromatography in particular, and a rather patchy coverage of quaternary structure and allostery.

The Nature of Enzymology is a standard undergraduate text of 380 pages, intended to provide a broad perspective on enzymology, both basic and applied, including recent developments in research on structure and function. The author succeeds in his aim of covering the whole field, while discussing important topics in depth. It covers the discussion of enzyme kinetics and thermodynamics in particular, and a rather patchy coverage of quaternary structure and allostery.

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ers on areas of applied enzymology, namely medical and industrial enzymology. The principles underlying enzyme assays and their uses for clinical diagnosis, of enzymes as reagents and the synthesis, properties and uses of immobilized enzymes are all covered in this section.

The book should find a use as a text for students at degree level in universities, polytechnics and technical colleges. It is unfortunate that such a thick book should be so flimsily bound in paperback, as it cannot possibly stand up to the rigours of frequent use.

The *Enzymes*, a familiar title to most enzymologists, is a monumental work of 1100 pages. These familiar with the second edition of this book, published sixteen years ago, will recognize this edition as an enlarged and largely rewritten version, although the original format and encyclopaedic style have been retained. It is intended to be a standard reference work covering the whole field for practising enzymologists. Written very much with the researcher in mind, it provides the study of enzymes in a practical manner, emphasizes concepts, important points and techniques, and avoids muddling detail.

As with all such works, however, time erodes the value of the book. As techniques and concepts are further developed, the value of source references lessens; and indeed the latest references in this book are already four years old.

The well-written chapters on enzyme kinetics deservedly occupy a large part (240 pages) of the book. The chapters on enzyme techniques, classification, specificity, mechanism, cofactors and structure, showing the diversity of the field of enzymology, and especially the multi-disciplinary nature of the subject, also find a niche in a compact volume. This chapter on enzyme kinetics, though at first sight, seems superfluous, but the topic is discussed mainly in terms of the role of enzymes in protein biosynthesis rather than enzyme synthesis per se. The book also includes, on this basis, the most extensive technical coverage, devoted to an atlas of crystalline enzymes (20 pages) and a table of enzymes (200 pages), but I doubt whether the value of these sections is such as to warrant the inclusion of such a high proportion of the book's pages as they will have inevitably increased production costs.

D. C. WILLIAMS

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Introduction to Catastrophe Theory
by P. T. Saunders
Cambridge University Press, £9.50 and £3.25
ISBN 0 521 23042 X and 29782 6

Catastrophe theory has now been around for over a decade, and the past five years have seen significant progress. It has not been without controversy. The most visible and vocal critic alluded, in *The Sciences*, to "one chance in a billion" of applications to physics, and in *Nature* worried that its "spectacular failures" might lead to a general disillusionment with the whole of modern mathematics. Possibly he felt that *Newscientist's* exaggerated and inaccurate report on the most important development in mathematics since "relativity", as that journal fondly imagined, was best not by equally exaggerated and inaccurate counter-claims; to put matters in perspective, a recent survey of catastrophe theory as applied to optics alone runs to some hundred printed pages.

One cause of the controversy, of course, was the early absence of accessible expositions other than technical mathematics for popular audiences. Now we are offered a text book, at undergraduate level, aimed at science students in general, with slight emphasis on biology. Its extent is modest, so benefits its aims, and it is an extremely welcome addition to the literature.

The reader will not find, within these pages, any exhaustive survey of the accomplishments of the theory, by any presentation in depth of the case for or against. It is an "introduction", content with brief sketches of certain main lines. However, critical analysis is not absent. The author takes the view that the best way to decide whether catastrophe theory is applicable to a given problem is to learn enough about it to try using it, and see what happens. As illustrations he includes optical caustics, non-linear dynamics (and elasticity), and thermodynamics (and representative of a broad area with a very extensive technical literature), sociology (more tentatively), and a major source of controversy, though somewhat over-simplified by critics since it is by the author's own admission, a psychology (and biology). No psychological claims are made, the method is presented and its merits and demerits briefly discussed.

The mathematics behind catastrophe theory is deep and difficult. However, the labour of mathematical expositors over the past decade have extracted much of the

juice in assimilable form, and the author has profited by their endeavours—indeed, added some of his own. In a remarkably short space he conveys the spirit, and some of the technical details, of the main mathematical ideas behind "elementary" catastrophe theory—the theory of singularities of real-valued functions—and the nature of the results.

There are a few blemishes: notably, the change of variables on page 110 is not, as stated, a diffeomorphism (it cannot be), and at first sight seems some doubt on the application (to a predator-prey system) in which it appears. However, and it is likely partly because of the use made of it, catastrophe theory is a powerful tool in many ways; in physics, for example, and in the explanation of the link versus explanation of link, with being a descriptive theory that explains nothing. One particular application, there is a reason to assume it is a mathematical tool may be used in many ways; in physics, for example, and in the explanation of the link versus explanation of link, with being a descriptive theory that explains nothing.

One of the most expressive of Victorian anecdotal pictures is a canvas by Holman Hunt entitled *The Awakening Conscience*. Peter Humphrey has suggested. Perhaps the most convincing expression of the same theme is conveyed, in oral terms, by Henry Mayhew. In these two complementary studies, one being the actual survey carried out by the contemporary investigator, the other a twentieth-century analysis of the aims and methods of London's labouring "underground" poor, the latter reinforces the validity of the former. Both give us a penetrating insight into the quality of Victorian London, as seen from the bottom.

Mayhew, according to Professor Humphrey, had the dubious advantage of having a mean and oppressive father. This appears to have been in him the paradoxical response to a craving for recognition and acceptance by the respectable. It was his and his father's exploitation and authority which, in the latter's initial "scientific objectivity" (in this term), to a sympathetic appreciation with the labouring poor. By the 1840s, however, the sub-merged masses were not, as Mayhew would have it, new recruits to the ruling, so-called capitalist, poverty, crime and disease. *The Morning Chronicle* focused on the issues, as concerns the "proletariat" class for the stability of the social order was brought to a head by the horrors of Chartism and the post-1848 depression.

W. J. FISHMAN

W. J. Fishman is senior research fellow in the department of political studies at Queen Mary College, London.

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Edward Arnold

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BOOKS

Patrons and artists

Power and Imagination: city states in Renaissance Italy
by Laura Martines
Allen Lane, £12.00
ISBN 0 7139 131 4

Equipped with vast knowledge, with the results of much direct observation and with a simple organizing principle, Professor Laura Martines offers an ambitious survey of Italian city-states and their culture from the eleventh century to what he refrains from calling the Counter-Renaissance of the sixteenth.

Burckhardt's theme was the growth of individual self-awareness. That of Martines is the "self-image" of ruling groups, in princely courts or city republics, fostered by the artists and writers who created things for them. Artists, for him, cannot simply create or impose taste: they work for distinctive and cohesive groups of the rich and powerful; and those bodies seize on a style "when it endorses or flatters vital interests and group identities". For Martines the culture of the Renaissance is profoundly class-conscious, and reflects in a hundred ways, from Alberti's conception of the plebeity of Venice, the gift between an elegant corpus of rulers and an exploited people conceived, as a race of underlings.

Taking as his province the old Italian kingdom of the north and centre, and focusing on towns with scarcely a whiff of Gulf or Ghibelline, the author describes and

analyses the formation of their ruling class. Newcomers to the cities, the *popolo*, organized through guilds, and neighbourhood societies for the violent conquest of power, force their way during the thirteenth century into the communes dominated by landowners, demanding their share of office. But the *popolo* is not, or does not remain, a democratic organ. Identified more strongly than the established nobility with commercial or industrial interests, it finds itself unattracted to the nobles and a class of lesser men of artisans, small traders and dispossessed workers, with whom it has still less in common. Either the nobility hold off from the *popolo* and a seigniorial regime is the most likely result, or, where the entrepreneurs are sufficiently numerous and determined to shift in their favour the balance of social and political power, nobles and *popolo* fuse and combine, and the product is an oligarchic republic.

When demographic pressure slackens in the fourteenth and fifteenth centuries, ruling groups harden into exclusiveness. Seigniorial or republican, they prove to be highly exploitative, using their control of taxation and public borrowing to extract a surplus from the subjects, and to force them into narrower and narrower spaces in their cities. Like must rulers, they imagine themselves more noble than they are, and the culture they pay for, the range of attitudes it betrays, is a reflection of this, a subtle, infinitely varied and often rising above the sycophantic—of this social and political situation.

Martines is hardly the first to view culture in terms of class change, but his originality lies in the boldness and consistency of his analyses on the relationship between the two, and in the insight and richness of his illustrations, which rescue his thesis from crudity. There is no inclusive analysis here of the meaning of "class"; discussions of the public attitudes to war before 1945, or "generations" (the Venetian once used to denote the layers of Florentine society), or the early sixteenth century, are for Martines, whose social anthropology is unashamedly materialistic. The author's taste in literature is impeccable; as though the scholar to jazz up his prose, he produces strange verbal equivalents of glorious technicolour, with the story of what he calls "the most shade too much" "lurching" and "flashing", and a few "juxtapositions" ("From this, from soap to landscape, from Italy had known was, and was not"). But Martines's work is an enviable self-confidence, his movements in different places and

city-states, and to rise above it. The book begins with the second century, and sometimes adds to the list of his subjects. The basis of many of their arguments is that the term (though it is now scholastic) and giving it a distinct connotation. *Pacifism* is italicized throughout the book both in recognition of the fact that its usage is difficult and to avoid visual confusion. He recognizes, however, that pacifism and pacifism are not different words and that the latter contraction has simply

replaced the former in common usage. Indeed, as a word, *pacifism* probably lasted for only about a decade after the turn of this century. Its first Oxford Dictionary appearance in September 1914 defined it as the doctrine that the abolition of war was both desirable and possible. However, *pacifists* might well believe that the controlled use of armed force might be necessary to achieve this end. Essentially the idea is political. Peace might be achieved by a set of procedures ranging from arbitration agreements to balanced disarmament. Ceadel argues, however, that although for several decades obliged to share the same verbal identity, pacifism is "fundamentally different" from *pacifism*. Pacifism is the personal conviction that it is wrong to take part in war. It is a perfectionist belief. Only total disarmament, unilateral if necessary, can prevent a collision between conscience and the obligations of citizenship. While such belief has political implications, it is primarily moral rather than political.

Ceadel's objection to Brock's six types of pacifism is that he fails to distinguish between its basis, and its attitude towards society, and the problem of war prevention. He therefore formulates his own classification according to two separate criteria, "inspiration" and "orientation". Pacifism can be characterized as religious, political or humanitarian when its inspiration is considered, but sectarian, collaborative or non-violent when its orientation is in question. He sees pacifism as being pulled in two opposed directions in its relationship with society: towards preserving its purity or maximizing its political relevance.

It is this tension which helps to explain many of the clashes within pacifist ranks. The nature of the society within which they operate

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Pacifism in Britain, 1914-1945: the Defining of a Faith
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determines the relative strength of these pulls. If the wider social climate is well disposed towards peace, and political channels exist to initiate policies which it is believed will maintain it, then pacifists will find it hard to resist participation and collaboration with others who are really pacifists. But they may then be vulnerable to the charge that they have accepted common citizenship for most purposes to draw the line at one particularly onerous point, namely when war breaks out. Collaboration of this kind may also diminish the integrity of pacifist belief because pacifists may find their beliefs wavering at the very point at which pacifists decide that war is inevitable. On the other hand, if a society is not well disposed towards peace, or is actually at war, the pacifist will find less opportunity for fruitful political activity, but will be ready to accept society's displeasure when driven into an intransigent sectarian orientation.

These suggestions are indeed fruitful but Ceadel does banish some difficulties at a stroke by his decision to exclude *pacifism* and quasi-pacifism from the scope of this book. Some individuals do not fit very snugly into either a straight *pacifist* or a *pacifist* category and a full appreciation of the growth of *pacifism* can only properly be gained by a thorough parallel study of *pacifism*, particularly during the interwar period.

The major portion of the book is devoted to an historical study of the various pacifist organizations, in particular the Fellowship of Reconciliation, the No-Scripture Fellowship, the No More War Movement and the Peace Pledge Union. The introduction of conscientious objection into the army in 1917, and the political issue for the first time. Yet, despite the activity of the "absolutists", the war did not leave either a strong pacifist movement or a clear body of pacifist doctrine. It was largely because, by 1917, *pacifism* had become a confused and the Russian revolution, Wilsonian idealism and the League of Nations. The central theme then becomes the emergence of pure pacifism and the welfare of pacifism became a political issue for the first time.

This involves an acute and discerning consideration of Christian writers such as C. J. Cadoux, Leyton Richards and C. E. Raven, of Ponsonby and Einstein and of the influence of Gandhi. Access to private papers has enabled Ceadel to mention the clashes of personality frequently disclosed: Idealism and asceticism, excitement and enthusiasm produced some superb explosions. Reginald Reynolds admitted in his autobiography that he was a man who believed in loving his enemies but who quarrelled with an alarming number of his friends.

External developments in the 1930s brought a new mood and such diverse figures as Aldous Huxley, A. A. Milne, Beverly Sills, and Dick Sheppard to the fore. Socialists, Christians and humanitarians all wrestled with the challenge posed by fascism and the Spanish Civil War. A change of theological climate meant that the liberal presuppositions of Christian pacifists were challenged by Reinhold Niebuhr. The discussion in the last part of the book centres upon the 'Peace Pledge Union' both under Sheppard and after his death. He brings out its curious organization, or lack of it, and the enigmatic character of Sheppard himself. Some pacifists formed communities in search of peace away from politics, though Middleton Murry's domestic life in such circumstances revealed the frustration, even for artists, and conflict. By this stage, sectarian tendencies were in the ascendancy, and they were reinforced after 1939. Ceadel concludes that by the middle of the war most pacifists had realized that pacifism was essentially an apolitical creed which could not easily be translated into pressure-group terms. The paradox for the FPU after 1945 has been that pacifism is a matter of individual conscience and unlikely to have great political relevance, yet in an organized form it has to attract the politically-minded.

Keith Robbins

Keith Robbins is professor of modern history at the University of Glasgow.

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Universities

SOCIAL SCIENCE RESEARCH COUNCIL INDUSTRIAL RELATIONS RESEARCH UNIT AT THE UNIVERSITY OF WARWICK

DIRECTOR

The Social Science Research Council is seeking to appoint a full-time Director to succeed Professor Bain, who is moving on 1 October, 1981 to a Chair at the University of Warwick. The appointment will be set at professorial level and will carry tenure at the University. The work of the Unit has recently been favourably reviewed by the Council, which is to continue its financial support at least until 1990.

Further particulars may be obtained from the Secretary of SSRC, at 3, Temple Avenue, London EC4Y 0BD. Applications, including a full c.v., should reach SSRC by 31 October, 1980.

THE UNIVERSITY OF ADELAIDE

Invites applications for appointment for three years after January 1981 as a

LECTURER IN VIOLA (Limited Term) THE ELDER CONSERVATORIUM OF MUSIC

The successful applicant should be an outstanding Violist (Performer/Teacher) and will be expected to perform in the Elder Singing Quartet, develop viola technique, provide courses in viola and chamber music and to perform as a soloist. Salary Scale: £61,739-768 (£61,741-820, 1981-82). Applications should be sent to the Registrar, University of Adelaide, 100, North Mall, Adelaide, SA 5000. Further particulars may be obtained from the Registrar, University of Adelaide, 100, North Mall, Adelaide, SA 5000. Further particulars may be obtained from the Registrar, University of Adelaide, 100, North Mall, Adelaide, SA 5000.

UNIVERSITY OF THE WEST INDIES JAMAICA

Applications are invited for the following posts:

1. SENIOR LECTURER / TUTOR / ASSISTANT LECTURER IN MATHEMATICS

Applicants should have broad interests and considerable research experience. Applicants will be expected to participate in the direction of teaching and research carried out in the Department. 2. STAFF TUTOR (Senior Lecturer/Teacher) in Social Work, DEPARTMENT OF EXTRA-MURAL STUDIES. Applicants should have a degree in Social Work and experience in the field. Further particulars may be obtained from the Registrar, University of the West Indies, Kingston, Jamaica. Applications should be sent to the Registrar, University of the West Indies, Kingston, Jamaica. Applications should be sent to the Registrar, University of the West Indies, Kingston, Jamaica.

UNIVERSITY OF THE WEST INDIES TRINIDAD

Applications are invited for the post of

2 ACCOUNTANTS

Applicants should preferably be Certified Chartered or Cost and Management or have an appropriate degree. Experience in Auditing, Financial Administration, Accounting and preparation of final accounts required. Salary scales: (1980-81): Lecturer: £12,740-15,717; Senior Lecturer: £15,717-18,717; Assistant Lecturer: £10,717-13,717. Further particulars may be obtained from the Registrar, University of the West Indies, Kingston, Jamaica. Applications should be sent to the Registrar, University of the West Indies, Kingston, Jamaica.

UNIVERSITY OF THE WEST INDIES TRINIDAD

Applications are invited for the following posts:

1. FIVE LECTURERS/ASSISTANT LECTURERS IN AGRICULTURAL EXTENSION

for posting in Trinidad, Antigua, St. Lucia and St. Vincent—a temporary post. Three Outreach posts. One Communications post for which a Master's degree in Communications, Agricultural Journalism, or equivalent, is required. 2. SENIOR RESEARCH FELLOW/RESEARCH FELLOW (Plant Breeder) in the COCOA RESEARCH UNIT. Applicants should have experience in Tree Crop Breeding. Salary scales: Senior Research Fellow: £13,818-16,892 p.a.; Lecturer/Research Fellow: £11,818-14,892 p.a.; Assistant Lecturer: £10,818-13,892 p.a. Further particulars may be obtained from the Registrar, University of the West Indies, Kingston, Jamaica. Applications should be sent to the Registrar, University of the West Indies, Kingston, Jamaica.

CANTERBURY UNIVERSITY OF KENT FACULTY OF SOCIAL SCIENCES

Applications are invited for the post of

LECTURER IN LAW

Applicants should have a degree in Law and experience in the field. Further particulars may be obtained from the Registrar, University of Kent, Canterbury. Applications should be sent to the Registrar, University of Kent, Canterbury.

HONG KONG THE UNIVERSITY

Applications are invited for the post of

LECTURERS IN ANATOMY OR PHYSIOLOGY

The appointments carry responsibility for teaching, research and supervision of students. Previous teaching experience in anatomy or physiology is essential. The successful candidate will be expected to participate in the direction of teaching and research carried out in the Department. Further particulars may be obtained from the Registrar, University of Hong Kong, Hong Kong. Applications should be sent to the Registrar, University of Hong Kong, Hong Kong.

THE UNIVERSITY OF ADELAIDE

Invites applications for appointment for three years after January 1981 as a

LECTURER IN VIOLA (Limited Term) THE ELDER CONSERVATORIUM OF MUSIC

The successful applicant should be an outstanding Violist (Performer/Teacher) and will be expected to perform in the Elder Singing Quartet, develop viola technique, provide courses in viola and chamber music and to perform as a soloist. Salary Scale: £61,739-768 (£61,741-820, 1981-82). Applications should be sent to the Registrar, University of Adelaide, 100, North Mall, Adelaide, SA 5000. Further particulars may be obtained from the Registrar, University of Adelaide, 100, North Mall, Adelaide, SA 5000.

SOUTHAMPTON UNIVERSITY

Applications are invited for the post of

LECTURER IN MEDIA PRODUCTION

Applicants should have a degree in Media Production and experience in the field. Further particulars may be obtained from the Registrar, University of Southampton, Southampton. Applications should be sent to the Registrar, University of Southampton, Southampton.

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Leicester Polytechnic

Applications are invited for the post of

HEAD OF THE SCHOOL OF SPEECH PATHOLOGY

Applications are invited from graduates with relevant teaching experience for the post of Head of the School of Speech Pathology. Possession of a higher degree would be an advantage as would a qualification recognised by the College of Speech Therapy. Salary will be for a Head of Department Grade IV (Burnham F.E. Report), currently £11,862-£13,332 per annum. Application form and further particulars available from Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Tel. (0533) 551551, Ext. 2303.

SUNDERLAND POLYTECHNIC

Applications are invited for the post of

RECTOR

The Governors are seeking a successor to the present Rector who leaves on 31st December, 1980. Further particulars can be obtained from the Clerk to the Governors, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE, to whom a curriculum vitae and letter of application should be sent as soon as possible but not later than 31st October, 1980.

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Applications are invited for well qualified practitioners in one or more specialised design subjects, with proven interests in Design Education.

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(with the exception of the PGCE course, the only language taught at present is French.)

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Applicants will be expected to be of good standing in their fields of academic interest and to demonstrate the ability to provide effective leadership to a Department (teaching courses at degree level) in the future development.

Salary: £12,942-£14,382 (plus London Allowance £759). For further particulars and application forms please write (stating clearly the post for which application is made) to: R. A. Pennell, Assistant Secretary, Roehampton Institute of Higher Education, Roehampton Building, Digby Stuart College, Roehampton Lane, London SW15 5NS. Closing date for receipt of applications: Wednesday, 15th October, 1980.

Leeds POLYTECHNIC

School of Hospitality Management and Home Economics

LECTURER I IN HOUSEHOLD AND CONSUMER STUDIES

Applications are invited from graduates in Home Economics, Social Sciences or related disciplines, with a research background in Home Economics or related subjects to teach to honours and post-graduate level in the Household and Consumer Studies field. The successful candidate is likely to have worked in one of the following areas: market research, consumer advice or community service and must be able to apply social science expertise to either Food, Shelter, Clothing or the Family.

Salary Scale: £4,683-£8,085

Union membership, agreement in operation.

Details from: The Services Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 5HE. Tel.: 0532 462355.

Closing Date: 10 October, 1980. Please enclose a.c.v.

DUNDEE COLLEGE OF TECHNOLOGY

DEPARTMENT OF ACCOUNTANCY & ECONOMICS

Senior Lectureship (A) in Economics

Applicants should be honours graduates and have academic, research, or other relevant experience. The person appointed will be responsible for the teaching of the course in Economics.

LONDON POLYTECHNIC OF THE SOUTH BANK

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ASSOCIATE LECTURER II/ SENIOR LECTURER I IN MANAGEMENT

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Salary Scale: £10,800-£11,719

Further particulars and application forms may be obtained from the Registrar, University of the West Indies, Kingston, Jamaica.

Applications should be sent to the Registrar, University of the West Indies, Kingston, Jamaica.

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Colleges of Higher Education continued

Hull College of Higher Education

Applications are invited for the following key posts from persons with substantial experience in teaching, research, consultancy and/or professional practice:

FACULTY OF ARCHITECTURE, ART AND DESIGN
HEAD OF SCHOOL (Grade 5)
GRAPHIC DESIGN

The School has a CNAU undergraduate course in Graphic Design, together with other vocational design programmes.

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Burnham Head of Department
£12,842 to £14,382 per annum

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Roehampton Institute

Digby Stuart Froebel Southlands Whitlands

Degree courses offered by the Roehampton Institute are in combined studies leading, at present, to BA, BEd, BH or BSc degrees of the University of London.

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Applications are invited for two posts of Lecturer II/Senior Lecturer in English, to teach to Honours Degree level on BA, BH and BEd courses. Applicants should have a double honours degree in English, with research experience and preference for one of the posts will be given to candidates with research qualifications in Literature 1901 to the present day.

Salary: Burnham F.E. scale (£8,012 to £11,295) plus London Allowance of £759.

Further particulars and application forms from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5P. Closing date for receipt of applications: Tuesday 14 October, 1980.

Hull College of Higher Education

FACULTY OF BUSINESS

Applications are invited for the following posts:
PL OR SL FINANCIAL MANAGEMENT
PL OR SL FINANCE AND ACCOUNTANCY
LI/SL BUSINESS POLICY
LI/SL MICRO-COMPUTER BUSINESS INFORMATION SYSTEMS
LI OR LI-LW

The College offers CNAU, BEd and other specialist programmes leading to specialist degrees. Applicants should have appropriate academic/professional qualifications together with relevant experience and proven interest in further studies development, research and consultancy.

Salary scales: PL £10,809-£11,712 (Bar) £13,248-£14,382 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar)

Application forms and further details may be obtained from: The Personnel Office, Hull College of Higher Education, Queen's Gardens Site, Hull HU1 3DH (0482) 224121. Ext. 292.

Colleges of Further Education continued

LONDON

SOUTH THAMES COLLEGE

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Applications are invited for the post of Lecturer in Education in the Future. The post holder will be responsible for the design and development of the course in Education in the Future, together with the delivery of the course to students on the course.

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HULL

THE UNIVERSITY

DEPARTMENT OF ECONOMICS

S.E.E. RESEARCH POST IN ECONOMICS

Applications are invited for a research position in connection with a project funded by the Social Science Research Council, under the direction of Professor J. L. Carr-Saunders and Mr A. D. Clapham (University of Birmingham). The research is on economic aspects of labour supply and demand, and the post holder will be responsible for the design and development of the project, together with the delivery of the project to students on the course.

Salary: £10,809-£11,712 (Bar) £13,248-£14,382 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar)

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Applications are invited for the post of Assistant Deputy Academic Planning. The post holder will be responsible for the design and development of the project, together with the delivery of the project to students on the course.

Salary: £10,809-£11,712 (Bar) £13,248-£14,382 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar) £11,085-£12,012 (Bar)

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Further particulars and application forms to be returned by 10th October 1980, may be obtained from Staffing Officer, Hull College of Higher Education, Queen's Gardens Site, Hull HU1 3DH (0482) 224121. Ext. 292.

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Overseas

BURSAR

AND

SECRETARY

OF



THE ADMINISTRATIVE

STAFF COLLEGE HENLEY

Henley, the oldest established management College in Europe, is a place of outstanding natural beauty, provides facilities of the highest quality to middle and senior management students from all over the world.

The appointment of Bursar and Secretary falls vacant in 1981 upon the retirement of the present holder. A successor is required for the College, reporting directly to the Principal, and responsible for all aspects of personnel management of the College, including the management of the College's financial and investment matters, all staff and student welfare, and the management of the College's physical resources, including the management of the College's buildings and grounds, and the management of the College's transport and catering services.

The successful candidate will be a person with a proven record of experience of highly successful management in a senior position, and who is capable of leading a team of staff, and of working closely with the Principal, the Bursar, the Secretary, the Treasurer and the Librarian of the College.

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of whose complexity we are certainly inadequately informed? Are they not simply futile, even self-indulgent? Let me mention two cases that seem to me to merit some active and widespread scrutiny among readers of the *THES*.



Steven Lukes

In *Beyond the Fringe*, a commanding officer about to send a soldier

Degree recruitment

Second, this regressive effect was mitigated to some extent in the past by a fringe of discretionary grants which benefited part-time and non-traditional students and of postgraduate awards. This fringe has been very much reduced by the cuts of the past year. As a result the egalitarian and inefficient aspects of the present system of

While it is true that in recent years almost a third of entrants to first degree courses approved by the Council for National Academic Awards, it should be made clear that the average recruitment to such courses is well above the minimum numbers laid down for general guidance.

Perhaps it is this which is at the root of the new enthusiasm for loans, the belief that the present system of grants is expensive, inefficient, socially regressive, and hopelessly confused. If this is correct, a know-nothing defence of the present system is likely to be ineffective. Far more effective will be a calm cataloguing of the drawbacks of loans coupled with a determination to remove the objectionable features of the present grants

CNAAs have been aged 21 or over, the majority of these also hold normal entry qualifications. A much smaller proportion—about 3 per cent—join courses as mature students without A levels or their equivalent, contrary to the statement made in your article.

Yours faithfully,
R. J. HUNT,
Assistant Secretary, Council for National Academic Awards.

system. For instance, abolishing means tests but including grants in the taxable income of parents would at a stroke make the system much less regressive and free resources for an extension of the mandatory grants system to less traditional areas of higher education which is so badly needed.

Above all, in any thorough reconsideration of student support such as Dr Boyson seems to favour it is important to establish the right

Student loans

Sir,—As an active member of the Federation of Conservative Students I was appalled to read the article (*THESE* September 12) suggesting that Conservative students were in favour of student loans. The federation (as you briefly point out) has clear policy *against* any kind of loans system. This policy was debated at national conference

priority. The first task is to decide which students and courses we want to support. The second is to decide who should pay. Sadly the prospect at the moment is for a great struggle between the new enthusiasts for loans and the old defenders of grants, and virtual silence on first task.

In fact it is necessary to decide, not take just a few examples, whether science and technology students deserve more support than arts and

The majority of Conservative students would not support a loan system for the following reasons:

balance is right between undergraduate and postgraduate support, or between higher and further and sixth-form education, whether part-time and sub-degree students need more help, before a proper discussion can take place about the best ways to provide the money. The two, of course, are linked. If student support is to be confined to the privileged few, the case for some

- loans would restrict access to tertiary education on a purely financial basis thereby discriminating against students from less wealthy backgrounds;
- loans would reduce demand for and probably close many non-vocational courses through fear of inability to repay;
- the anomalies which a loan system would create are substantial:
 - a female student marrying, non-student would be presenting

loan element is stronger than it is made available on a more equitable basis to a broader section of the population. In the last resort the best defence of grants against loans rests in the progressive reform of the present system.

the prospect of repayment at the end of a course would encourage many students to look abroad for jobs, thus depleting the British labour market of its top brains. Our priority as students should not be to find short-term measures for relieving the financial burden of discretionary awards and bursaries.

The UK and Germany have only recently pledged their contributions, which in our case has been linked to the Overseas Development Aid, and therefore not completely appropriate to the spirit of

contributions, but looking long-term to abolish these practices and the inequalities which they both create yours sincerely,
CAROLINE TREWAVAS,
President of the guild of Students
University of Exeter.

It is to be hoped that they will come forward to promote an institution which they voted into existence. The UNU's survival may well depend on this. It should be remembered that the UNU holds the hopes of a vast section of the world—that the enormous inequalities can be

gave the right to shut off arms
if necessary.

ironed out between rich and poor
and that the planet can be made
a better place to live on.

I remembered it last week when I visited the Foreign Office as part of a delegation of the House of Commons in Iraq repression currently going on in Iraq and the death lists, hit squads and general intimidation of opponents of the Baathist regime in the West, not least on British campuses. The Minister, Lord Dunsford, although sympathetic and well-informed, made clear the importance he attached to good relations with Iraq, whose growing influence in the Middle East clearly impressed him. He said that the British Government can clearly be as confident as the Chileans in our eager provision of their needs for internal repression.

The irony of Fanyanya's banning is that he has, controversially, been urging black consciousness organisations to reject separatism and work with whites in united, non-racial progressive action". I vividly recall his dignified and open manner, his subtle and perceptive conversation as he drove me to his

Meanwhile, there have already been over 500 political executions in Iraq this year, secret trials were held, and the country has been the scene of systematic torture inflicted by the secret police controlled by President Saddam Hussein's brother and mass deportations (already over 50,000 since April) of Kurds and Shi'ites. A leading nuclear physicist, currently in prison are Dr Saif Al-Hafidh, who was brutally tortured, and Dr Hussain Al-Shahrastani, a leading atomic scientist, sentenced to death for associating with a Shiite Imam. Another leading nuclear physicist, Dr Jaffar Dhiba Jaffar have "disappeared". In Birmingham recently an Iraqi student received a death sentence, his complaint that the local police met with a warning not to engage in politics, backed by the threat of deportation.

The second case concerns Yugoslavia—a country which we all like to think of as some kind of alternative to the grim East European-style socialism. And indeed, since Tito's death been a relatively free press, open discussion of economic affairs and, for example, fairly objective reporting of the results of the 1980 census. The background a number of recognizably East European developments have been taking place.

Academics, I suppose, are rather given to making futile gestures. Some are comically ready to do so at the drop of a hat (for example, those like me who regularly sign letters to the *Times* headed "A. J. Ayer and others"). Other husbands, their signatures, in readiness for the next outrage, when it will really count. Some just condemn such protests as inherently futile—which shows that they do not understand the difference between

— are under attack. They had already been suspended from teaching but, under a new law passed earlier this year, they have now in effect been dismissed from their posts.

It is an ominous development, boding ill for the intellectual freedom of others. There are other danger signs. The press viciously attacks Djilas in the language of the 30s. A young architect, Momcilo Salic, was sentenced in Belgrade in April to three years' imprisonment for writing an article about Tito: the charge—sneering in enu-

Of course, not all actions by the government in support of the fallow-facile reputation are even apparently futile. The marvelous response of philosophers from Oxford and elsewhere to the call of Julius Tomin to lecture in his field in Prague is a striking, but rare, instance of intellectuals being able to do something direct and effective to defend the intellectual freedom of others. In the face of oppression, hope, incidentally, that Tomin's departure from Czechoslovakia, achieved through intolerable harassment, will not discourage future visits of this kind by philosophers and others in Eastern Europe. The only important thing is that there should be no expectation and no expectation of an audience.

propaganda. In Zagreb, a historian and former Partisan General, Franjo Tujman, two poets Vlado Gotovac and Zlatko Dizdarevic, and a former editor, Jozo Ivankovic, have been reported to have refused to publish the first two face interrogations and the threat of charges. They are all to use the Russian term for "dissident" — "people who think differently" which was Rosa Luxemburg's slogan for freedom.

Through the South African, Yugoslav regimes take a certain care of their external images. In this and other respects they are hardly comparable to the megalomaniac one-man gangster rule of Saddam Hussein in Iraq. But there is much to be said against, particularly in Iraq's case, for fueling the fire of war for such estimates in any event.

But what of the other available actions, less dramatic, symbolic and obviously effective, especially protests against the persecution of unknown persons in distant situations

extremely strong. First, they cost very little. Second, their utility cannot, after all, be guaranteed. And third, it is, at worst, better to live in a world in which they take place than one in which they do not.

The reality of the UN dream

It is easy to criticize the ideals of the United Nations University—with its brief of helping, to find solutions to the world's problems—as being utopian. But the dream is becoming a reality. The UNU is now five years old and is able to gain the cooperation of scholars world-wide to help solve urgent problems.

Perhaps the most important contribution has been the creation of an established international network of scholars. Altogether the university has appointed 240 fellows and has developed a field organization of 25 associated units, 17 of which are in developing countries and eight in industrialized ones.

the creation of the network of advanced research and training centers in 60 countries was achieved in a single decade, expressed by the scientific community (now the U.S. major supporter) and without the necessary funds—many had failed to make contributions. Now the universities' existence has proved itself, worthwhile with its research and management of world hunger, the use and management of natural resources and human and social development. It has, for example, advanced the use of solar energy even where other sources of energy are difficult to find.

Much of the work of the UNU up to now concentrated on developing countries rather than on completely global problems. However, its new reactor implied recently that the UNU's vast expertise would be devoted to broader concepts such as those outlined in the Brandt Commission report.

Since this means expanding the University's focus, the question of financing becomes a priority. So far, only 29 countries have contributed to the endowment fund which now totals \$139 million, far short of the \$500 million originally approved by member states.

countries and in particular for European states, poorer nations have been keener contributors to the fund, possibly inspired by the fact that their problems were being taken on board by the UNU.

The UK and Germany have only recently pledged their contributions, which in our case has

Of course, not all actions by academics in support of their fellows facing repression are even apparently futile. The marvellous response of philosophers from Oxford and elsewhere to the call of Julius Tomin to lecture in his flat in Prague is a striking, but rare instance of intellectuals being able

[illegible]

to do something direct and effective to defend the intellectual freedom of others suffering systematic oppression. I hope, incidentally, that Tomlin's departure from psychoanalysis, achieved through intolerable harassment, will not discourage future visits of this kind by philosophers and others to Eastern Europe. The only important thing is that there should be an invitation and an expectant audience.

But what of the other available actions, less dramatic, symbolic and obviously effective, especially prior to the persecution of underground dissidents?

the charge—engaging in enemy propaganda. In Zagreb, a historian and former Partisan General, Franjo Tujman, two poets, Vlado Gotovac and Zlatko Tomičić, and a former editor, Jozo Ivčević have all been deprived of work and cannot publish; the first two face interrogations and the threat of charges. They are all (to use the Russian term) for "dis-

dent" — "people who think differently" — which was Rosa Luxemburg's definition of freedom.

Both the South African and Yugoslav regimes take a certain care to show the external images. In the case of the former, the images are hardly comparable to the megalomaniac one-man gangster rule of Saddam Hussein in Iraq. But there is much to be said even, perhaps especially, in Iraq's case for futile gestures. The case for futile gestures. In any event, the extremely stupid, the extremely unbecomingly little. Second, their fidelity cannot, after all, be guaranteed. And third, it is, at worst, better to live in a world in which they take place